University of Alberta

Survey of International Students at the University of Alberta

by

Enrique Chacón Arias ©

A thesis submitted to the Faculty of Graduate Studies and Research in partial
fulfilment of the requirements for the degree of Master of Education

in

International/Intercultural Education
Department of Educational Policy Studies

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled Survey of International Students at the University of Alberta submitted by Enrique Chacón Arias in partial fulfilment of the requirements for the degree of Master of Education in International/Intercultural Education.

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Abstract

This study describes characteristics of international students at the University of Alberta, probes students' perceptions of problems, investigates their opinions and use of facilities and services, identifies areas for potential improvements, and compares 1998 data with the results from a similar survey in 1986-87. A questionnaire was mailed to international students in February 1998; about 25% of the questionnaires were completed and returned. Most of the respondents were full-time students, male, single, and aged 23 to 27; 47% were doctoral students, 28% were master's students, and 22% were undergraduates. Quality and reputation of a foreign degree was a major determining factor in the decision to study abroad. Major concerns were having adequate financial support, coping with the stress of academic work, and dealing with loneliness. University services were generally appreciated by their users. Several changes in policies and practices are recommended.

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Chapter 1

INTRODUCTION

> You are aware that a multitude of scholars from diverse parts, as well from this side of the sea as from overseas, meets at our town ... for study, which we hold a very gratifying and desirable thing, since no small benefit and glory accrues therefrom to our whole realm. ... Unless you conduct yourselves with more restraint and moderation towards them ... they will be driven by your exactions to leave your town and, abandoning their studies, leave the country, which we by no means desire.
>
> King Henry III of England, addressing the citizens
> of Cambridge in the year 1231
> quoted in *A Policy for Overseas Students*, Overseas
> Students Trust, London, 1982

Introduction and Purpose of the Study

In 1986 the Office of Institutional Research and Planning of the University of Alberta developed and applied a survey of international students as requested by the Dean of Students. The main objectives of the survey were as follows:

1. To describe selected personal and academic characteristics of international students at the University of Alberta.
2. To probe international students' perceptions of problems that they have experienced.
3. To investigate international students' perceptions and use of facilities and services designed to be used by international students.
4. To identify areas in international students' experiences where improvements may be made.

Ten years later my own experience as an international student, and the need for fresh data in order to clarify the role of students in the internationalization of this university, inspired me to undertake a new survey based on similar premises as the one in 1986.

The major purpose of this study was to provide up-to-date information about the conditions surrounding international students at the University of Alberta (hereinafter cited as U of A) and their views on services provided for them. Another purpose was to bring first-hand data to the administrative bodies involved in the process of internationalization of this university.

This chapter includes a description of the need for the study; the research questions; definitions of important terms; delimitations, assumptions, and limitations of the study; a historical perspective; and an overview of the organization of the thesis.

Need for the Study

Research on the conditions and expectations of foreign students is essential. The internationalization of the University of Alberta requires feedback from those at the base of the process -- the international students -- and what we know about the international student experience in this university after the last survey was conducted in 1986-87 is largely anecdotal.

International students are a valuable asset for any educational institution. As stated by the Canadian Bureau for International Education (CBIE, 1977), "In an increasingly inter-connected world, young Canadians should be given the opportunity to work with and to understand people from other cultures and countries...the presence of foreign students in Canadian colleges and universities can help to make it possible" (p.16).

For the Canadian students, many advantages are derived from having the opportunity to study and interact with students from different countries. CBIE (1981) concluded that "Foreign students are a resource for the educational community, as they bring with them a variety of experiences unknown to most Canadians" (p. 22).

Several researchers (e.g., Breton, et al., 1974) have noted the possible social impact caused by change in national population size and composition, describing a variety of types of reactions to incoming populations. Although the U of A is not a nation, it too may have had to make adjustments in the last decade as a consequence of incoming populations.

The importance of having international students in Canada was addressed in October 1987 by the National Forum on Post-Secondary Education, co-sponsored by the Council of Ministers of Education. Of the four priorities identified at this Forum as those "which required immediate federal-provincial cooperation", "Encourage international students to study in Canada" was the second on the list (National Forum,1988, p.96).

For several reasons the study has contemporary importance. First, international students have many problems to face in finding their way at the U of A, and any administrative attempt to solve these problems must have input from those directly affected -- the students themselves. The difficulties faced by international students are particularly serious given the general consensus that these students are an asset to our institution. Consequently, the results of this study were shared with the International Recruitment Steering Committee of the University of Alberta. Second, the idea of internationalizing the university implies that the number of international students will grow, and so should the services offered to them. This study surveyed the effectiveness of these services and possibilities for improving them. Third, in comparing the results of the survey completed in 1987 and the present one, we have a clearer view of some changes in the international student population such as its composition and the expectations and economic situations of students.

International Students Worldwide

Currently about 1.2 million students are enrolled in universities and colleges outside of their homeland (University of Alberta, 1996). This number includes both those who are on student exchanges and those pursuing degree programs at foreign institutions. Approximately 35% go to the United States, and 33% go to France, Germany and the United Kingdom, and 3.5% come to Canada.

During the 1990s, between 55% and 60% of international students in North America have come from Asian countries. The United States, Japan, and Australia all actively compete for Asian students, the majority of whom are funded either by family or through home-government assistance. The United States, as the dominant world power, and one of the three major economic players in the world, is an obvious magnet for Asian students. Japan and Australia have well-articulated policies for recruiting Asian students and Japan has substantial financial assistance as scholarships.

Between 1989/90 and 1994/95, foreign student enrollment in Canadian universities increased by 14% (from 32,200 to 36,700). By comparison, enrollments at U.S. universities increased by 17% (from 386,800 to 452,600). In the comparable period, foreign student enrollment at U of A fell by 27% (from 1,677 to 1,225). It fell again between 1994/95 and 1995/96 to 1,016 students, or by a further 17%. (An overview of the U of A situation is provided in Table 1.1.)

Who Are the International Students at the U of A?

International students are all those who are registered at the U of A with a Student Authorization issued by a Canadian embassy or consulate. In this group we have a small proportion of exchange students (13%), but mostly students enrolled in graduate and undergraduate programs. In total, international students made about 4% of the total student population for the Winter Session of the 1997-98 academic year (See Figure 1.1.)

Table 1.1.
U of A's Share of Foreign Students in Canada From 1989-90 to 1994-95

Academic Year	Total Foreign (U of A)	Total Foreign (Canada)	Share (U of A)
1989-90	1677	32161	5.21%
1990-91	1559	35187	4.43%
1991-92	1504	37269	4.04%
1992-93	1453	37800	3.84%
1993-94	1419	37478	3.79%
1994-95	1225	36711	3.34%

Source: University of Alberta, 1996.

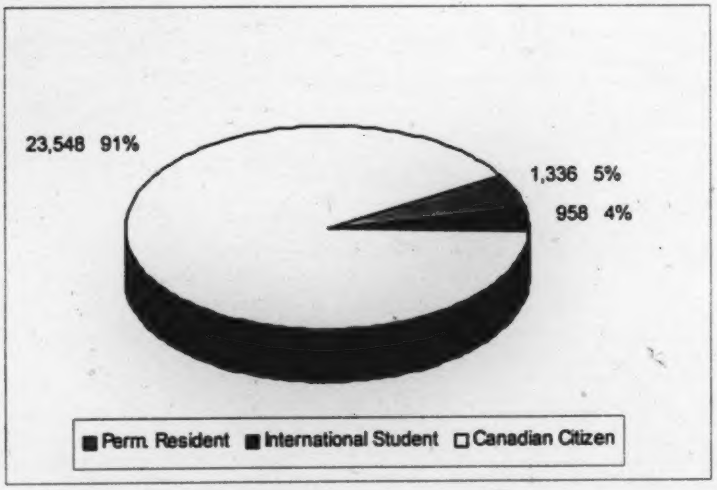

Figure 1.1. Total student population at U of A for Winter Session 1998.

Exchange Students

Currently, U of A students have an opportunity to spend a term or a year at a large number of partner institutions throughout the world. Student exchange has these characteristics: (a) the students remain in the degree program of their home institutions; (b) there is "fee reciprocity", i.e., exchange students pay fees to their home institutions; (c) as in other institutions, academic credit at the U of A for the program of study abroad is at the discretion of the faculties in which the Alberta exchange students are seeking degrees; and (d) exchange arrangements with another university seek balance between inflows and outflows over a specified period of time.

The U of A in May 1998 had registered cooperation and exchange arrangements with 65 universities around the world (International Centre 1998). Of these, 26 were open to any undergraduate student, and 31 were restricted to students in particular faculties or departments. Some agreements are heavily utilized, while others are nearly dormant. During recent years the inflow and outflow of those on student exchange have increased.

The numbers of U of A students on exchange in 1997/98 amounted to less than 0.5% of the total student body. The majority of the students taking advantage of exchanges are female, and the preferred destination is western Europe.

Changes in the U of A International Student Population by Degree Since 1988

Table 1.2 and Figure 1.3 show how the international student population has decreased in the last 10 years; the percentage of international students is now 3.7% of the total student body of the university (25,842 full-time students), whereas 10 years ago it was 5.4%. In 1988 the full-time international students were 6.3% of the total full-time student population at the U of A, but in 1998 they were only 3.7% of this group.

Table 1.2
Enrollment Statistics for International Students at the U of A, 1988-89 to 1997-98

		Faculties																Status	% of	Univ
Year	**Status**	AH	AR	BC	ED	EN	LA	MH	NS	NU	PH	PE	RM	SA	SC	UN	GS	Total	Total	Total
1997-98	Full-Time	14	95	65	8	69	5	51	3	4	2	11	2	1	90	2	536	958	3.7%	25,842
	Part-Time	3	13	2	1	1	2	1	0	0	0	0	1	0	6	25	79	134	3.4%	3,994
	Faculty Totals	17	108	67	9	70	7	52	3	4	2	11	3	1	96	27	615	1,092	3.7%	29,836
1996-97	Full-Time	13	85	76	4	77	1	44	3	5	2	10	2	3	88	0	559	972	3.7%	26,130
	Part-Time	1	7	1	1	0	2	1	0	0	1	0	0	0	7	11	54	86	2.3%	3,728
	Faculty Totals	14	92	77	5	77	3	45	3	5	3	10	2	3	95	11	613	1,058	3.5%	29,858
1995-96	Full-Time	14	77	59	6	88	3	42	0	9	4	4	4	4	100	0	602	1,016	4.0%	25,502
	Part-Time	1	5	0	1	0	2	0	0	1	1	0	0	2	1	6	50	70	2.0%	3,552
	Faculty Totals	15	82	59	7	88	5	42	0	10	5	4	4	6	101	6	652	1,086	3.7%	29,054
1994-95	Full-Time	29	75	79	8	125	3	50	0	9	7	5	4	5	142	1	683	1,225	4.8%	25,362
	Part-Time	0	5	0	1	2	0	0	0	0	0	0	0	1	6	4	70	89	2.3%	3,816
	Faculty Totals	29	80	79	9	127	3	50	0	9	7	5	4	6	148	5	753	1,314	4.5%	29,178
1993-94	Full-Time	40	96	80	7	154	1	47	0	11	13	5	11	5	186	1	762	1,419	5.4%	26,049
	Part-Time	1	4	4	0	0	0	0	0	0	0	2	1	1	6	8	78	105	2.4%	4,445
	Faculty Totals	41	100	84	7	154	1	47	0	11	13	7	12	6	192	9	840	1,524	5.0%	30,494
1992-93	Full-Time	43	82	85	8	166	3	54	0	11	12	7	19	4	210	0	749	1,453	5.7%	25,378
	Part-Time	2	3	2	1	1	1	0	0	0	0	0	0	0	5	10	50	75	1.7%	4,297
	Faculty Totals	45	85	87	9	167	4	54	0	11	12	7	19	4	215	10	799	1,528	5.1%	29,675
1991-92	Full-Time	45	93	88	12	166	2	58	0	10	14	7	19	4	223	0	763	1,504	6.3%	24,063
	Part-Time	1	5	0	0	2	0	1	0	2	0	1	0	0	5	11	61	89	2.1%	4,222
	Faculty Totals	46	98	88	12	168	2	59	0	12	14	8	19	4	228	11	824	1,593	5.6%	28,285
1990-91	Full-Time	45	112	74	17	144	1	65	0	9	15	11	18	5	207	0	836	1,559	6.3%	24,678
	Part-Time	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,373
	Faculty Totals	45	112	74	17	144	1	65	0	9	15	11	18	5	207	0	836	1,559	5.4%	29,051
1989-90	Full-Time	50	141	89	26	159	0	66	0	3	18	12	12	2	202	0	897	1,677	6.7%	25,039
	Part-Time	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,497
	Faculty Totals	50	141	89	26	159	0	66	0	3	18	12	12	2	202	0	897	1,677	5.7%	29,536
1988-89	Full-Time	49	156	88	23	147	0	71	0	4	16	20	7	0	188	0	787	1,556	6.3%	24,618
	Part-Time	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,186
	Faculty Totals	49	156	88	23	147	0	71	0	4	16	20	7	0	188	0	787	1,556	5.4%	28,804

Source: Office of the Registrar Summary of Statistics, 1998.

Year	Students
1988-89	28804
1989-90	29536
1990-91	29051
1991-92	28285
1992-93	29675
1993-94	30494
1994-95	29178
1995-96	29054
1996-97	29858
1997-98	29836

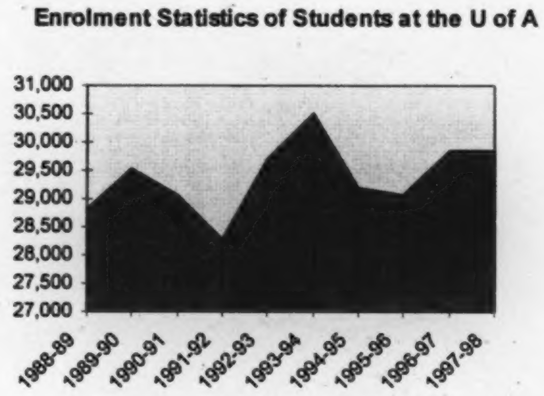

Figure 1.2. Enrolment of students at the U of A from 1988-89 to 1997-98.

Year	Students
1988-89	1556
1989-90	1677
1990-91	1559
1991-92	1593
1992-93	1528
1993-94	1524
1994-95	1314
1995-96	1086
1996-97	1058
1997-98	1092

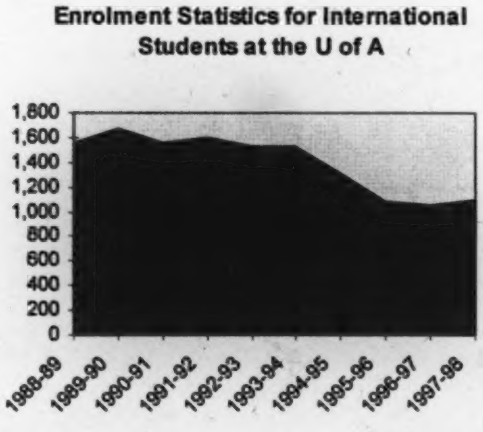

Figure 1.3. Enrolment of international students at the U of A from 1988-89 to 1997-98.

Throughout this period–1988 to 1998–we can see a marked preference for the Faculties of Science and Engineering, and increasingly, in the later years, for Arts. The graduate student number has also decreased, with almost 20% fewer students now.

1997-98 Statistics

In the 1997/98 academic year the full-time foreign student population at the University of Alberta was 958, representing 3.7% of the total population. The following update is based on the statistics from the Office of the Registrar and Student Awards.

Undergraduate students. In 1997, the number of full-time foreign undergraduate students at the University of Alberta amounted to 422 representing 1.8% of the total undergraduate population. Even though enrollment of undergraduate students from Hong Kong decreased from 466 in 1987 to 121 in 1997, they continue to represent the largest group within the foreign undergraduate population at 29%. There were 38 undergraduates from Great Britain and 37 from Malaysia. The remaining 206 foreign undergraduate students were from 54 different countries. The faculties with highest percentage of faculty enrollment in 1997 were Engineering, Business, and Medicine and Oral Health Sciences.

Graduate Students. The foreign student component in the Faculty of Graduate Studies and Research in 1998 was 536, comprising 19% of total enrolment. There were significantly more graduate students from China–122– than from any other country. The next largest numbers were from the United Kingdom (38), the United States of America (32), India (27), and Iran (26). The remaining 291 students came from 77 countries.

This difference between the number of graduate and undergraduate international students obey in part to lack of graduate programs in many countries, more access to funding for graduate students, and because graduate students have made career decisions.

Statement of Research Questions

The major research question of this study was as follows: What is the present condition of international students at the University of Alberta? In order to obtain information relevant to the major question, a questionnaire was sent to all international students at this university whose addresses could be validated (Appendix A). This questionnaire was designed to collect information that allows a determination of which circumstances make it difficult for foreign students to apply, register, and successfully complete the academic requirements to finish their degrees at this university. At the same time, the study was expected to identify changes that could be implemented to improve those conditions and to help the University of Alberta to become an institution that offers quality education and excellent conditions for its international students.

The specific research questions are stated below:

1. What are the characteristics of the international student population in terms of language, family wealth, parents' education, and marital status?
    (a) How do those characteristics compare with data from the Registrar's Office?
    (b) How do those characteristics compare with data from the 1986-87 survey?
2. What are the reasons for students coming from abroad to study in Canada?
    (a) What problems did they have in applying to study at the U of A?
    (b) What was their condition before coming to Canada?
    (c) How do those characteristics compare with data from the 1986-87 survey?
3. What have been their experiences in Canada?
    (a) What was their main activity in Canada before starting their U of A programs?
    (b) What problems have they encountered?
    (c) Which services are they using and requesting?

(d) How do those characteristics compare with data from the 1986-87 survey?

4. What suggestions can be made for improving current conditions?

Definitions

Statistics Canada defines an international student as a non-Canadian student who does not have "permanent resident" status and, as such, has had to receive permission from the Canadian government to enter Canada for purposes of study. Permission is usually granted in the form of a "student authorization". Sometimes diplomatic permits are issued. International students are also referred to as "foreign students" or "visa students" in certain documents used for this study. This definition covers both exchange students at the U of A and those enrolled in degree programs. Because the student authorization requires the student to be enrolled full-time, I assumed that is the status of the respondents.

Delimitations

In the interest of producing accurate data within a specific population, the following delimitations were imposed on this study:

1. The study was restricted to those students registered full-time for the academic year 1997-98.

2. The study only included individuals with a valid student authorization. Even though recently arrived refugees and landed immigrants present similar characteristics as international students, only students with visitor status in the country were included.

3. The questionnaires were sent only to (a) undergraduate students with a current Edmonton address, and (b) graduate students with a campus address. Since all graduate students have a campus address given to them by their departments, using campus mail did alleviate mailing costs and accelerated the distribution of questionnaires

Assumptions

In the design of this study, the following assumptions were made:

1. Conditions had changed since 1986 for international students at the U of A.
2. Graduate and undergraduate students have different needs and points of view as international students.
3. As important elements in the internationalization of the university, international students deserve to express their opinions and views, and the administrators of the university need to understand them. Since international students are considered to be valuable assets for this institution, an effort must be made to improve their experience here.

Limitations

Limitations restricting the scope of this study included the following:

1. The findings were limited to information obtained through the data supplied by the 204 respondents of the survey, approximately 25% of the total population.
2. Respondents to the semi-structured interview were identified based on their answer to a request for volunteers made by e-mail and were not necessarily representative.
3. Being an international student myself, the problems I encountered, and the way in which I handled them, may have had some influence on the structure of the questionnaire and on the orientation of the interviews. For example, I found the university calendar difficult to understand and during the interviews I wanted to determine if this was an isolated case, so I consistently asked their opinions about the clarity of the calendar.

Historical Perspective

In order to give a more comprehensive view of the results of the 1986 survey and the current one, the thesis presents a parallel analysis in which today's circumstances are presented and compared with those of 1986.

As the most important reason for conducting the 1986 survey, the authors (Bryan & Holdaway) pointed to the limited amount of information and the gaps in knowledge about certain aspects concerning international students. Following recommendations from the Council of Student Services, the Office of Institutional Research and Planning (IRP) decided to undertake the survey of international students at the University of Alberta in 1986. As explained earlier in the purposes of this study, similar reasons can be argued today.

Organization of Thesis

The thesis contains seven chapters. This chapter provides an introduction to the study. Pertinent theoretical and research literature are examined in Chapter 2. Chapter 3 describes the research design, methods used in preparing the questionnaire, the pilot study, and the collection, analysis, and reporting of data. Chapters 4, 5 and 6 provide description and analyses from data using selected questions that were compared with the information obtained 10 years ago in terms of students' background, university services, and suggestions. The final chapter includes a summary of the thesis, its conclusions, a comparison of results with these of the 1986-87 survey, and some recommendations for improving conditions and increasing recruitment of international students at the University of Alberta.

Chapter 2

REVIEW OF THE LITERATURE

Introduction

The literature on the migration of students consists mainly of essays describing the nature of the phenomenon, generating hypotheses from aggregate analyses about the causes and consequences of migration, many of these works also research the flow of professionals with the so-called "brain drain" or migration of educated members of the population from one country to another. Many studies have summarised the statistical magnitude of flows of students and of professionals in particular specialities between pairs of countries, for example, Chinese students in American universities. Some have estimated the economic and social consequences for the home and host countries by assessing the costs and benefits involved, while others have speculated on the reasons why some countries lose their professionals and why other countries gain them.

Two main groups of studies in the area of international students have been identified, the psychological assessment and the descriptive, based mostly on statistical data and a combination of surveys and interviews. This thesis responds to the second group following the pattern of the 1986-87 survey.

A historical perspective is first presented to give context to the study, and an overview of research about foreign students is then provided, followed by an examination of motives to study abroad. Finally, some of the most important works on the subject of international students are presented geographically from world-wide studies, to those done in the United States, in Canada, and in the province of Alberta.

Historical Perspective

In the 1950s, widespread optimism about the economic and social development of Asia, Latin America and Africa generated a number of initiatives among developed countries. It was assumed that investment, education, and modern management would be sufficient for their economic growth. The most prosperous countries helped by donating or lending resources, by creating and staffing training centres in those regions, and by welcoming large numbers of foreign students (Rao, 1976).

By the 1960s disillusionment had spread. The progress of developing countries was uneven, while the developed countries grew faster, and therefore international gaps widened rather than narrowed. The growing output of educational institutions in developing countries was not in accord with the job market; consequently, many skilled persons found unsatisfactory jobs, or no jobs at all. In the developed countries, service industries and complex manufacturing grew at least as fast as the output of their own educational institutions, many jobs were created, migrants were welcomed by employers, and some governments relaxed either the wording or the administration of their immigration laws (Rao, 1976). Some foreign students stayed abroad after completing their studies, and policy-makers at home feared a growing trend.

Education abroad has been widespread for centuries in the sciences and professional areas (Hay, 1972). Learning from the curricula and faculties of other societies has long been considered an asset for both the individual and his country. A common custom since colonial times, the European cities attracted students from wealthy families in the colonies who attended their schools and universities. Many of these students, once back in their home countries, promoted industrialization and became entrepreneurs.

Settling abroad has been common. However, by the 1960s, complaints about "brain drain" challenged the value of these flows. Writers and officials from developing countries protested that the richer countries were damaging their societies by enticing their professionals. Industrialized countries were said to gain large manpower stocks representing substantial educational investments by the developing countries. As Rao (1976) stated,

> the developed countries' growth was assisted at little cost to themselves, while the developing countries' growth was hampered by losses of their cadres and by waste of their educational investment. Intended as a form of technical assistance, foreign study was said to have become twisted into an instrument for raiding talent. (p. 2)

Canada participated in this process at the time when it had embarked on establishing a technical/vocational system of post-secondary education (Bryce, 1970). Realizing that heavy reliance in importing skilled technicians and workers from Europe was no longer an appropriate strategy to meet its labour needs, Canada passed the Technical and Vocational Training Assistance Act (TVTAA), creating numerous colleges, technical/vocational schools and institutes of technology across the country (Bryce, 1970). Due to the establishment of this technical/vocational system, the developing world perceived Canada to be an ideal place to receive advanced education (Simpson & Sisson, 1989).

Another reason why Canada became an attractive destination was that, in the midst of the Cold War, Canada did not represent a major ideological block, for it was a country in transition – at the mid-point, historically, between being a British dominion and achieving the status of an industrialized, advanced nation. Sharing of a common British and French colonial past, and Canada's less aggressive ideological alignment proved attractive to many African countries (Hurabielle, 1998).

Recently, new ideologies have become predominant in the planning of educational policies at home and abroad. The demands of globalization make international education attractive for professionals everywhere, and offering this education is a viable revenue-generating undertaking for countries like Canada (Simpson & Sisson, 1989).

Motives for Study Abroad

A review of a cross-section of studies suggests that students go abroad for a variety of reasons. Low quality education at home; lack of proper educational and training facilities; complete absence of some fields of study; wider, better, and superior educational facilities in developed countries; prestige of foreign training reinforced by perception of inferiority of local product; prospects of higher employment and salary opportunities due to overseas education; and discrimination against minority social and political groups in home countries are some of the reasons that are mentioned by most of these studies (Ruth 1970, Myers 1972, Rao 1979). Others regard the opportunity for linguistic training, cultural enrichment, and the experience of living in another environment as important motivations (Lulat and Altbach, 1985). The emphasis on these reasons varies of course from one student group to another and from students in one developed country to those in another.

Before leaving their countries, students balance the reasons for pursuing post-secondary education abroad against the influences that would keep them at home. One may hypothesize that a student decides to go abroad only if the net benefit of studying overseas is expected to be much higher than the net benefit of studying in the home country. As the application of Western technology and management methods are regarded as highly essential for the social and economic progress of developing countries, persons with educational qualifications from Western countries have greater employment and promotional opportunities and higher standards of living than those educated and trained at home. The next decisive factor is the quality and reputation of the selected institution.

Today the availability of such information sources as the Internet and electronic mail allows potential international students to acquire more accurate information in time to resolve the different requirements of consular offices and embassies, thereby enhancing the opportunities to apply to different institutions virtually all over the world.

The advantages and disadvantages taken into account by students when going abroad may refer either to their material well-being or lifestyle. The same set of circumstances may produce different responses from different individuals. Aspects such as the family's economic situation, natural resources available in the home country, and government funds for research and education abroad also have a great impact in taking this decision. The accuracy of information available varies from person to person so that some beliefs about conditions abroad may be well-founded while others are imaginary. Further, individual perceptions and preferences are influenced not only by social background but also by factors such as level of aspiration, tolerance to work and living conditions, and time perspective. Hence, the knowledge of social and cultural background will not be sufficient to explain the reasons which lead students to study abroad (Rao, 1979).

Problems Encountered by International Students

Research scholars who investigated the difficulties and problems of overseas students have mentioned factors such as timidity, shyness, lack of initiative, over-respectfulness to teachers, lack of proficiency in English language, inability to change food habits, scarcity of accommodation, homesickness, loneliness, failure in love affairs, formation of exclusive groups on a national, racial, religious or language basis, outdated study methods, reluctance to learn from the host society, reluctance to make the host society aware of their home culture, lack of dignity of labour, lack of courage to face terminal examinations, excessive adaptation (of some students) to host country, and reluctance to return home after studies as the most important problems faced by the international students. Though it is reasonable to assume that each student experiences some of the above mentioned problems at one stage or another, it is unlikely that any student at the U of A experiences all of them.

The logic of most of the generalizations about the problems and difficulties of the international student runs somewhat on the lines drawn by G. Lakshmana Rao in his 1979 work about foreign students in Australia. Most of the international students are likely to suffer a culture shock when they first arrive in the host country. Most of the overseas students differ from local students in matters of race, religion, mother tongue, customs and traditions, and social behaviour. So it is often difficult for students to get acculturated in the new society. Most of the international students come from societies in which family and friendship ties are very strong. So they are likely to feel homesick and lonely because interpersonal relations and friendship patterns are relatively more formal in a country like Canada. Most of the students come from countries where reading and writing English are more emphasized than is speaking English. So they are likely to encounter language difficulties when they arrive in Canada. The teaching and learning methods in non-Anglo-Saxon countries are significantly different from those in Canada. According to accounts of students from Asian countries, students there are overly respectful to teachers and look to them for both guidance and ideas; they emphasize rote learning and rely on notes taken in classrooms, so they are likely to lack an analytical outlook and critical assessment of what they are taught and find it difficult to adapt to the Canadian education system.

World-wide Studies

The literature on the "brain drain" is voluminous and a great part of it is based either on aggregate statistics or on surveys of specific national groups, including the movement of students between countries; only a few studies contain firm data and widely applicable conclusions. Many of these studies have been done in North America and Europe on overseas students and professionals who have migrated there. But most of them lack data about opinions, attitudes, experience and decisions at individual levels.

A few studies have been well planned and successfully completed, but these are limited in scope in terms of samples covered. Because most of these projects are independent efforts, their samples and the questions included in their questionnaires are not clearly comparable one to another, lacking common categories. Consequently the existing literature offers little guidance as to whether certain motives, influences, experiences, and decisions are universal or whether they vary among nationalities or among sub-groups within each nationality.

For this research the work of G. Lakshmana Rao has been used as valuable source of methodological and theoretical insight, due to its approach to international students as individuals within the context of their temporary residence, and because it is comparative in several aspects also considered in the present research. The rest of the literature contains an exhaustive list of hypotheses. However, as Rao (1976) stated, "a survey is required to discover how [international] students and professionals actually behave and how their thinking and action vary according to circumstances" (p. 7).

UNITAR Study

In 1968 the United Nations General Assembly adopted resolutions in order to obtain reliable facts about the magnitude, causes and consequences of the brain drain. (See Rao, 1976). In response, the United Nations Institute for Training and Research (UNITAR), in co-operation with the United Nations Department of Economic and Social Affairs, prepared five national case-studies about Cameroon, Colombia, Lebanon, the Philippines, and Trinidad and Tobago to clarify the problem of brain drain, to assess its effects on the development of the countries concerned, and to recommend remedies. These reports were based primarily on aggregate data, and results of these case-studies were reported by the Secretary-General to the 49th Session of the Economic and Social Council. The information about this study was taken from Rao (1976).

Among other things, the UNITAR surveys aimed to provide information relevant to the following questions: Why do persons from developing countries decide to study abroad? How do these reasons vary by country of origin, country of study, and field of specialization? What are the effects of the different living conditions and different methods of financial support on foreign students' educational experiences, orientations, and career plans in developed countries? What communications do foreign students have with their home governments and employers? How many are offered or guaranteed jobs at home? What are the effects on foreign students' educational experiences, their attitudes toward their home countries, and their career decisions?

In deciding to study abroad, how many students are influenced by the educational and occupational experiences they encountered abroad, and how many intended to emigrate before leaving home? What were the reasons for such prior decisions to emigrate? How were these prior dispositions weakened or reinforced by study and work abroad?

Besides the overview of the world-wide problem and comparisons among countries, the UNITAR project was intended to provide data of direct use to the social scientists and policy-makers of individual countries. First, each developed country will obtain information about its alumni. Second, each could "compare its principal groups of foreign students and foreign stay-ons with the same nationality in another developed country" (Rao, 1976).

The UNITAR project concentrated on the flow between selected developed and developing countries. Among the developed countries, studies were completed in the United States, Canada, France, Britain, Germany, and Australia. In each of these countries 1,000 to 2,500 self-administered questionnaires were given to students from developing countries who were enrolled in higher educational institutions.

Among the developing countries, studies of foreign-trained professionals were completed in India, Sri Lanka (Ceylon), South Korea, Greece, Ghana, Brazil, Colombia, and Argentina. Studies were conducted in many other developing countries. In each of these countries about 250 to 600 self-administered questionnaires were given to persons who returned home after obtaining most or all of their higher education in developed countries.

The sampling procedures were kept as similar as possible. It is therefore possible to compare the responses of those who have decided to emigrate, those who have returned, and those who are approaching such decisions (Glaser, 1974: A1 to A-10).

International Students in Australia

The portion of this project that refers to Australia has been carefully described in *Overseas Students in Australia* by Rao (1976). In 1973 the Education Research Unit at the Australian National University conducted a nation-wide survey of overseas students from developing countries with their motivation, their degree of adaptation to Australia, and the international brain drain as the principal themes.

Rao's book presents an overview of the findings of the survey. It examines in detail the reasons that prompt overseas students from developing countries to come to Australia, and the socio-economic factors, attitudes, and experience that encourage students to stay in developed countries after completing their studies there. In brief the study revealed that though the countries of origin are different, the social background, attitudes, experiences, and future career plans of overseas students in different developed countries are very similar. As Rao (1976) stated,

> The differences that exist between the overseas students in different developed countries are only of degree not of kind. The main aim of the donor and recipient countries which participate in the overseas student programme is to transfer knowledge and skills from developed to developing countries. Most of the sponsored students are aware of this objective and live up to it by returning home after completing studies. (p. v)

Because theories have changed in the past 20 years, many concepts used by the author such as knowledge transfer and the brain drain have been revised. We can no longer understand these processes as simple transference, but more as a relationship of interdependence in which the donor countries are not only clients and a source of high-tuition paying students, but also partners in the global arena and a source of valuable input in different areas of knowledge.

Klineberg and Hull

This study dealt with the adaptation and coping of foreign university students in 11 countries -- Brazil, Canada, France, Hong Kong, India, Iran, Japan, Kenya, United Kingdom, United States, and West Germany. The foreign students came from 139 nations. The majority of the students were undergraduate males. Highlights of Klineberg and Hull's (1979) findings are described below.

Financial problems were most frequently mentioned by the foreign students as causing the greatest concern during their period of study. Financial problems were ranked first in all countries except India and Kenya. One of the major complaints by foreign students was that their fellowship stipends did not arrive on time from their home countries. Housing in the host countries was found to be expensive by many foreign students (43.0%).

The social contacts of foreign students were mainly with students from their home countries. For example, in Canada, 50.5% of the foreign students reported that their regular social contact was with fellow nationals. The countries where the foreign students had the least frequent regular contacts with local people were Iran, Japan, France, and Canada. Many foreign students indicated that "they did not know how to go about establishing meaningful relationships with local people, and thus relied on fellow nationals in order to have someone with whom to talk and share experiences" (Klineberg & Hull, 1979, p.179). The majority of the foreign students (57.0%) indicated that their "best friend" in the sojourn country was either a fellow national or a foreign student from another country. For example, in Canada, 65% of the foreign students said their "best friend" was a fellow national or another foreigner.

Close to a third of the foreign students (29.3%) indicated that they felt they had been the object of discrimination in the sojourn countries. Forty percent of the foreign students indicated that they knew of friends or relatives who had experienced discrimination. Twenty-five percent of the foreign students reported that they had found personal depression to be a source of difficulty for them. In Canada, personal depression was reported by 24.5% of the foreign students in the study. Cases of depression requiring professional treatment were rare among the foreign students in the 11 countries.

Although these researchers were not concerned directly with the brain drain, their data indicated that "relatively few respondents expressed a preference to remain in the sojourn country (14.9 %) and most wanted to return to their home countries (53.6%)" (Klineberg & Hull, 1979, p.181).

Foreign students from Asian and South-East Asian countries were more likely to report considerable dissatisfaction with the non-academic aspects of their sojourn. Foreign students who had travelled previously, and those who had received assistance in meeting and becoming involved with local people, were more pleased with their experience overall.

Studies in the United States

Within the United States, many surveys of international students have been conducted by graduate students working for higher degrees (e.g., Iraj, 1962; Dorai, 1968; Rodríguez, 1974). Most of them deal with the problems of adaptation of international students from particular countries or regions to the schools and society in America. Some of them also deal with the opinions and impressions that international students take home from their host country and with the influence that these opinions and impressions are likely to have on the foreign policies of their home countries. Nevertheless, most studies lack hard data regarding factors that are associated with the decisions to study abroad, to stay abroad temporarily or permanently after completing overseas studies, and to return home after completing overseas studies. A few studies have been well planned and successfully completed, but they are limited in scope in terms of the sizes and types of samples covered.

Marion

Marion (1986) reviewed research on foreign university students in the United States since the early 1950s. The study found that scores on English language tests such as TOEFL (Test of English as a Foreign Language) "are good predictors of academic success among foreign students" (p. 85). Small colleges in small towns were found to offer the best potential for interaction between American and foreign students, while large universities in large cities offer the least. The type of American students who were found to most likely develop meaningful social relationships with foreign students were those who showed interest in international affairs, lived in proximity to the foreign students, and were friendly, outgoing students in the mainstream of university social life. The reviewed studies showed that foreign students perceived Americans as superficial in friendships and generally poorly informed about foreign countries. Problems associated with being a foreign student include social withdrawal, inability to sleep well, sexual problems, sadness and depression, academic problems, loss of personal integrity and self esteem, difficulties with communicating and making friends, financial concerns, and difficulties understanding the American culture. Foreign students from Europe and Latin America were found to be more satisfied with their experience in the United States than were students from other countries.

Selby and Woods

Selby and Woods (1966) studied the adjustment of non-European, foreign students at Stanford University in the United States. They found that the demands of the academic system had a decisive influence upon the process of adjustment. Research by Johnson and Walton (1971) provided some support for Selby and Woods' findings that foreign students need to be studied more as students than as foreigners. The adjustment problems of domestic students were found to be closely parallel to those of foreign students with the exception of food, homesickness, and separation from family. Both groups experiment the challenges of adapting to the university system, making new friends, and coping with academic work. It would be important to survey the characteristics of domestic students in order to determine which services should be offered to international students to alleviate needs that are, otherwise, covered by university services directed to the total student population.

Canada

Neice and Braun

The study of foreign students by Niece and Braun (1977) was one the most comprehensive surveys of international students studying in Canadian universities, colleges, and technical institutions. The data were collected during January and February of 1977 through personal interviews. The research involved 794 undergraduate and graduate foreign students from 90 different countries, studying in 25 different post-secondary institutions across Canada. Information in that survey showed that the majority came from Hong Kong (32%), with another 10% from the United States, and 5% from Malaysia. This distribution was very similar to that 10 years later (Secretary of State, 1988).

Canadian Bureau for International Education

In 1988 the Canadian Bureau for International Education (CBIE), in partnership with the Department of the Secretary of State of Canada, conducted research "to document the background and experiences of international students in Canada." They used three complementary strategies: a questionnaire survey, group interviews, and the use of secondary data from Statistics Canada. The questionnaire covered four major topics:

(a) preparing to come to Canada; (b) experiencing Canada; (c) background characteristics; and (d) possible changes in policy. This study used the University of Alberta Survey (Bryan et al., 1987) as one of the sources for questions.

The CBIE study was completed in two stages. In the first stage, a sample of 20 universities was selected. From these universities, systematic samples of international students were drawn. Of the 2,789 students contacted, 1,487 returned usable completed questionnaires (57%). For those selected students who did not respond to the first mailing, a second package was sent containing information about the survey, as well as a letter reminding them of the importance of their response for the success of the overall study and guaranteeing their anonymity.

A second approach to data collection was the group interviews, conducted with three groups at each of the 20 universities:

- one interview with two student leaders;

- one interview with four female international students from a specific geographic region, conducted by a female interviewer;

- one interview with four male international students from a specific geographic region, conducted by a male interviewer.

Apart from the questionnaire and interview data, this study also used 1987-88 data gathered by Statistics Canada on the Canadian full-time university population.

Alberta

The Survey of International Students in 1986-87

This survey, requested by the Dean of Student Services, was conducted by Bryan, Holdaway, and Allan (1987) and served as the basis for the present study. The main objectives of the survey were to describe the personal and academic characteristics of international students at the University of Alberta, to probe students' perceptions of problems that they have experienced, to investigate students' perceptions and use of facilities and services designed to be used by international students, and to identify areas in international students' experience where improvements may be made. On December 11, 1986 a 12-page questionnaire was sent to all international students at the University of Alberta; 797 usable questionnaires were returned. The majority of the respondents were graduate students (59%), though they comprised 49% of the total population of international students. The authors acknowledged that a bias towards graduates existed in the data obtained.

The highlights of the information provided by the respondents are listed below:

- Two thirds of the respondents were male. Females constituted 44% of the undergraduate respondents and 24% of graduate respondents. Students from 74 of a possible 91 countries responded, speaking 72 different languages or dialects.
- Over half of the graduate respondents and a third of the undergraduates had never returned home for a visit.
- Half of the graduate students and 7% of the undergraduates were married. Two thirds of the spouses were residing in Edmonton, and 26% of all spouses were

also students at the U of A. Only 24% of the respondents had children (66% of those who were married).

- Just over half of the respondents lived in one of the U of A residences. HUB housed 49% of the undergraduates and 27% of the graduates. The married student residence, Michener Park, was home to 23% of the graduate respondents.
- The undergraduate faculties with most female students were Arts (16%), Science (13%), and Business (7%). Males tended to be studying in Science (11%), Engineering (9%), and Arts (4%). The departments with the most international students were Chemistry (7.5%), Computing Science (6.5%), Economics (5.4%), Civil Engineering (5.1%), and Electrical Engineering (5.0%).
- One third of the respondents, most of them graduate students, reported being employed prior to coming to the U of A. Eighty percent of the undergraduates and 13% of the graduates had come to the U of A from another post-secondary institution or secondary school within Canada. The reasons that students perceived as being "very important" in their decision to study at the U of A were the availability of the program that they wanted to study and the quality and reputation of the University.
- Most students reported annual incomes between $2,000 and $14,000. The main source of funds for undergraduates was their parents or guardians. Graduates received the majority of their funds from employment while attending university, usually graduate assistantships. The costs of tuition, books, food,

accommodation, transportation, entertainment, and clothing tended to be seen as more expensive than they were in the students' home countries.

- Students frequently described problems that caused them most difficulty prior to arrival in matters relating to immigration (18%) and finances (14%). Problems after arrival related mainly to interpersonal relations (40%). Almost one quarter of the respondents had not been met by anyone on arrival at the airport in Edmonton.
- Only one quarter of the students had attended the three-day orientation program offered by International Student Affairs. Those students who had attended orientations found them to be helpful. Most of the students had "never heard of" or "never used" most of the facilities and services available. Only the International Students' Handbook and University Health Service had been used by over 50% of the respondents. Those students who had used the various facilities and services tended to find them of "some help" or "a lot of help".
- Most students felt that it was important to have contact with Canadians and with other international students. A substantial proportion of the respondents (41%) were involved in student clubs. International student groups comprised 62% of the clubs in which the respondents participated.
- Those respondents who were identified as most subject to loneliness and undue stress and having problems making friends were females, younger students, married students separated from their spouses, those living in HUB, and those from the People's Republic of China.

- Slightly over half of the respondents planned to return to their home countries on completion of their current degree programs. Almost one quarter of all respondents planned to go on to further studies.
- The program which might be offered in the future that most students felt would be of interest would comprise "workshops on resume writing, job searches, and job interviews" (50% of respondents).

Summary

Over time, governments' perceptions about international students have changed from enthusiasm for going to developed countries to obtain more education and to participate in the development of new industries, to concerns about the "brain drain". Today, due in part to the demands of globalization, the perception is more positive in both recipient and donor countries, international education is seen as an opportunity to enrich both the students and the institutions.

Most studies about international students are descriptive, using questionnaires and interviews as primary source of data. Researchers in different locations typify the experiences of international students as being close to those of local students and additionally, coping with cultural and academic adjustment.

Chapter 3

RESEARCH DESIGN AND METHOD

Introduction

The research design, method used, and the research context form the content of this chapter. Included are detailed descriptions of the development and testing of the questionnaire; collection, analysis, and reporting of data; the reliability, validity and objectivity of the findings; researcher bias; and ethical considerations.

Research Design

One of the main purposes of the research was to provide updated information relative to the results of the "Survey of International Students 1986-1987" prepared by the Office of Institutional Research and Planning in association with the International Student Affairs of the U of A. Consequently, a similar survey was conducted in 1998 among international students, seeking to describe current conditions, and for changes surveyed in 1986-87.

Information was collected from two sources: (a) questionnaires sent to all international students registered full-time for the academic year 1997-98, and (b) open-ended interviews with 10 international students.

Research Method

Brislin and Baumgardner (1971) reported that non-random samples or "samples of convenience" have often been used in research with ethnic minority groups, such as foreign students. These non-random samples are composed of easily available subjects from colleges, universities, or ethnic communities. This option may avoid many practical problems that make cross-cultural research difficult. In the case of this survey the whole foreign student population was targeted, so it avoided the selection of pre-determined samples.

Survey questionnaires and interviews have been widely used in ethnic minority research. Pareek and Rao (1980) indicated that it is important to make the surveys and interviews meaningful to the cultures in which they are conducted. Werner (1987) suggested that the researcher can design and test the vocabulary and phraseology that people in a particular culture use to describe some aspect of their lives: "This is a double-check to ascertain that the language of the questionnaire and the language used by the surveyed population match closely" (p. 353). Segall (1986) added that, in ethnic minority research, "the participants should be involved as consultants in the research design and interpretation ... the researchers should think of the participants as colleagues and not merely as respondents" (p. 287).

Informal meetings with foreign students, a pilot survey, and the 1986-87 questions provided the necessary input into the content and form of the questionnaire.

Selection of Population

All international students with valid addresses, that is correctly expelled and still living there, were included in the survey because extraction of a sample of the population of international students might have totally eliminated smaller sub-groups with distinctly different characteristics.

The list of the international students was obtained from the Office of the Registrar, including information to allow contact with each student such as names and addresses (on campus where possible) for mailing purposes. The anonymous collection of population variables of country of citizenship, immigration status, sex, birth date, faculty degree, specialization, and registration status, used to compare respondents to the registered population, were obtained from Cumulative Academic Record System (CARS) data base maintained by the same office; the annual *Summary of Statistics* publication; and the annual *Data Books* from the Office of Budget and Statistics.

Development of the Questionnaire

A comprehensive questionnaire with 50 questions was compiled reflecting the issues addressed by the 1986-87 survey, the information considered relevant in the literature, and matters identified in consultations with advisors from the International Centre, Registrar's Office, Students' Union, and the Graduate Students' Association. It was sent 830 international students registered full-time at the University of Alberta for the winter term of 1998 and with valid Edmonton addresses.

The development of the questionnaire covered four distinct procedural phases: (a) preparing the overall study design and the draft questionnaire; (b) pilot testing of the draft questionnaire by two academic advisors and two international students; (c) revising the draft questionnaire; and (d) obtaining suggestions from the Supervisory and Ethics Committees that shaped the final document.

The questionnaire was first tested with academic advisors from the International Centre. As a result of the feedback and data collected from these respondents, adjustments were made to the instruments. The adjusted instrument was then pilot-tested with two international students not included in the main study. The resulting questionnaire was discussed and refined with the help of my Supervisory Committee.

Open-ended questions in the pilot test allowed the expression of perceptions which are important to assess the situation of international students. These may have been neglected in the literature or omitted in the 1986-87 survey. The comments of the respondents and the suggestions made by the advisors and my Supervisory Committee resulted in clarification, refinement, and modification of the questionnaire prior to administering it to the international student population.

Three more questions suggested by the Registrar's Office and the International Centre were added at the end of the questionnaire.

Development of the Interview Schedule

The main objective of the interviews was to obtain more detailed information about similar issues probed by the questionnaire, such as opinions about the academic conditions of the university, suggestions for change, and anecdotal information. The questions in the interview schedule reflected the basic topics in the survey: student's background, reasons to choose Canada and the U of A, problems encountered before and after their arrival, and suggestions to improve current conditions. Interviews were conducted over a two-week period.

Data Collection

Of the 915 international students registered in the second term, only 830 had a valid and current Edmonton address. A questionnaire, covering letter, and addressed campus-mail return envelope were successfully delivered to those 830 students in the last week of January 1998; the remaining 85 were undeliverable or returned.

Two follow-up e-mail messages were sent through different electronic lists as reminders in the middle and the end of February 1998. In order that the respondents remain anonymous, the questionnaires and envelopes did not have identifying marks or numbers. The questionnaire was distributed through regular mail to international undergraduate students with valid Edmonton addresses, and through campus mail to graduate students.

During August and September 1988, open-ended interviews were conducted with a representative sample of 10 individuals of 17 who volunteered after receiving an e-mail request sent to 85 international students who were recipients of UAISN, the International Centre's electronic list. This group was selected according to their country of origin, faculty, and degree program trying to have a cross-section of students.

The International Centre's "students' room" was used to hold the interviews, which were audio-recorded with the previous approval of the subjects.

Analysis and Reporting of Data

The returned questionnaires were collected from the International Centre in the first week of March 1998. During the process of data entry and tabulation, decisions were made about which variables were to be used in creating tables.

Both quantitative and qualitative information were gathered. Analysis of this information was primarily descriptive, and the results were used to compare the current situation with that in 1986-87.

Data analysis for each question involved simple percentage frequency distribution of responses. Each distribution is based on the number of respondents to a question; some tables show a column with valid percentage when a considerable number of invalid responses (no answer or "not applicable") were obtained. Additional analyses were performed with cross-tabulated responses from one question to those of another question. The variables of major interest for purposes of cross-tabulation were level of studies (undergraduate, master's, and doctoral), and country or region of origin.

For the purpose of descriptive comparison, I followed Neice and Braun's (1977) typology of foreign students at Canadian post-secondary institutions, selecting and comparing these nine independent variables: world region of origin, sex, program of studies, total support per month, future commitment, total campus enrollment, foreign student enrollment, availability of advisory services, and community population.

The answers obtained through the interviews were used to complement the results from the survey and to add anecdotical elements to this research.

Justification for the Methods Used

In regard to methodology in ethnic minority research, Berry (1984) advocated the use of multimethod approaches; the more kinds of information available, the more confidence the researcher can have in the research findings.

In their review of the research on the enrollment, persistence, and performance of minority students in American colleges, Mow and Nettles (1990) called for a careful description of the ethnic minority groups being studied. They pointed out that in studying minority students, researchers should carefully select, define, and describe the student groups being examined. This was done in both the questionnaire and interview phases.

The interview questions permitted a more in-depth approach to what international students perceive as problems and advantages of their experience in Canada.

Reliability, Validity, and Objectivity

Achieving exceptionally high degrees of reliability, validity, or objectivity is difficult in the social sciences. As Borg and Gall stated (1989), "we are all products of an environment that subtly shapes and distorts our perceptions in innumerable ways" (p. 178). Therefore, the researcher must understand factors which can influence the reliability, validity, and objectivity of research. The means by which attention was given to these items in this research study are outlined below.

Reliability

Reliability refers to the consistency of assessments in research. Le Compte and Goetz (1982) stated that reliability is "the extent to which studies can be replicated" (p. 35). That is, would researchers using similar methods and instruments obtain the same or similar results in future studies? Because social phenomena cannot be reconstructed precisely, even exact replication of research methods may fail to produce identical results. The low response rate to the survey (24.6%) and the high mobility of the international student population would make it almost impossible to retrace the same respondents the following year.

Validity

Cook and Campbell (1979) used the term validity to refer to the "best available approximation to the truth or falsity of propositions" (p. 37). That is, do the data represent what they are intended to assess? Reliability is required for validity, as it includes both consistency and accuracy. Internal validity was defined by Borg and Gall (1989) as "the degree to which research findings can be distorted by extraneous variables" (p. 405). They defined external validity as "the degree to which the findings can be generalized to the population from which they were drawn" (p. 404). Threats to validity were considered and addressed in this study. The analysis of relevant documentation also served to improve the credibility of survey and interview data. The lack of time and resources restricted data collection to international students and therefore excluded the local students.

Objectivity

Borg and Gall (1989) stated that while flexibility, adaptability, and human interaction are strengths of the interview, it also allows subjectivity and possible biases.

These biases may be due to the predispositions of the respondents or the interviewer, or may be due to the procedures used in the study. The semi-structured interview was chosen for this study as it provided a reasonable level of objectivity while still permitting thorough understanding. Bias introduced through purposive sampling was acknowledged in the discussion of validity.

In addressing the question of researcher orientation, Sandleowski (1986) stated that "any study and its findings are at least as much a reflection of the investigator as the phenomenon studied" (p. 34). This study reflects the researcher's perspective that international students require support in many areas in order to achieve their educational potential Without adequate support services for these students, the plans for increasing the international student population at the University of Alberta will not be successful.

The researcher had experienced the conditions and limitations of being an international student at this university, so the desire to record and convey students' experiences and opinions to academic and administrative bodies was initially motivated by personal interest. The researcher believes that it is indispensable to know the opinions and personal backgrounds of present students in order to be able to interpret the data meaningfully and to make appropriate interpretations and recommendations.

Ethical Considerations

Participation of individuals in this study was voluntary. Participants were advised in the cover letter of the questionnaire (see Appendix A), as well as orally at the time of the interview, that they could withdraw at any time.

The names of participating individuals were not used in the reporting of results of interviews. Those individuals were made aware of that fact. Opinions and information were treated confidentially. The audio-taped interviews and transcripts will remain in the secure possession of the researcher for five years at which time they will be destroyed. In accordance with the University of Alberta requirements, the research proposal was approved by an Ethics Review Committee of the Department of Educational Policy Studies.

Summary

At the end of January 1998, 830 packages containing a 50-question comprehensive questionnaire, a cover letter and return self-addressed envelope, were sent to full-time international students with valid Edmonton addresses. The 204 questionnaires that were returned and tabulated were used in this thesis. During August and September of the same year, open-ended interviews were conducted with 10 international students who volunteered to participate. Data collected from these interviews were transcribed by the researcher and were analysed for content. The reliability, validity, and objectivity of the study, the researcher biases, and ethical concerns were also addressed in this chapter.

Chapter 4

CHARACTERISTICS OF RESPONDENTS

> Someone once described foreign students as "windows to the world." I think that phrase adequately describes my experience as a foreign student. There have been times during my stay in Canada when I have been able to put my head through the window and experience Canadian life. At other times, others placed their heads through my window and asked about my experiences, culture and heritage. This gazing in and out of each other's windows is important because [it] may foster understanding, respect and build a foundation to better cooperate with each other. Like windows, sometimes the experience of being a foreign student can be "closed" and lonely, especially upon first arriving when food, people and climate are different. Volunteering, participating in campus activities and making use of student help allows one to open the window to possible friendships, to solve problems and to have an enriched experience abroad. (Achaibar, 1998, p.97)

Introduction

This chapter provides information about the respondents as obtained on their completed questionnaires relevant to sex, age, faculty of registration, degree program, and country of citizenship. It also provides information relevant to Research Question 1: "*What are the characteristics of the international student population in terms of language, family wealth, parents' education, and marital status?*" A description and analysis of data provided by the respondents and related documents regarding international students' statistics are outlined in this chapter.

Throughout this chapter the differences between (a)the 1986-87 and 1997-98 data for responding students and (b)the 1997-98 data for responding students and the 1997-98 population are presented for every aspect where available. The chapter includes figures and tables depicting the results from the survey and these comparisons. Few direct quotations are provided as the opinions were better presented as syntheses of the statements made by both questionnaire respondents and interviewees.

Data obtained from the Registrar's Office regarding the international students population for the academic year 1997-98 deal with the variables of sex, status of registration, faculty of registration, degree program, and country of citizenship. Figures 4.1 to 4.4 compare the respondents and the population for the variables of sex and degree program.

Sex

Section III in the questionnaire entitled "Your background" allowed collection of data about the respondents' sex (question No. 25). From a total of 204 respondents, 44% were female and 55% were male. One percent of the respondents did not specify their sex. (See Figures 4.1 and 4.2.)

From the total population of international students at the U of A for the academic year 1997-98, 39% were female and 61% were male.

In 1986-87, 67% of the respondents were male and 33% were female. This ratio was virtually identical to the population.

Degree Program

Only 22% of the 204 questionnaire respondents were enrolled in bachelor's programs; 29% were in master programs, and 49% in doctoral programs. (See Figures 4.3 and 4.4.)

Sex	Students	%
Female	430	39.0
Male	662	61.0
Total	1092	100.0

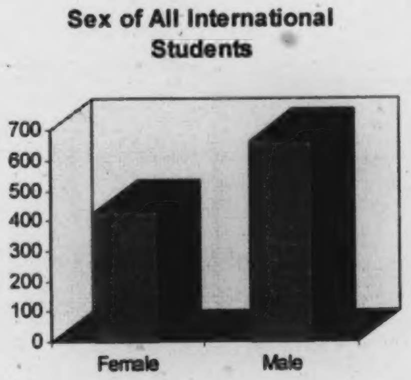

Figure 4.1. Distribution of total international student population by sex, 1997-98.

Sex	Students	%
Female	89	44.0
Male	113	55.0
No answer	2	1.0
Total	204	100.0

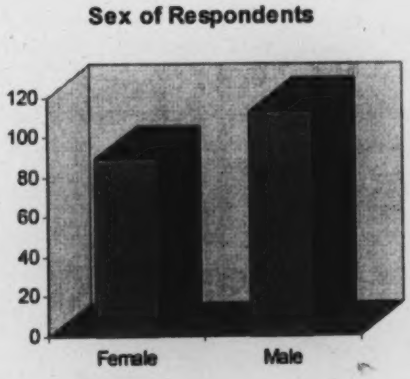

Figure 4.2. Distribution of questionnaire respondents by sex, 1997-98.

Degree program	International students	%
Bachelor's	476	44.0
Master's	234	21.0
Doctoral	382	35.0
Total	1092	100.0

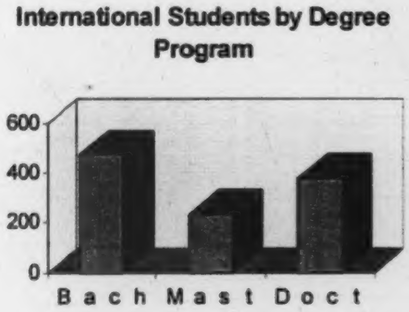

Figure 4.3. Distribution of total international student population by degree program.

Degree program	International students	%
Bachelor's	43	22.0
Master's	57	29.0
Doctoral	96	49.0
Total	196	100.0

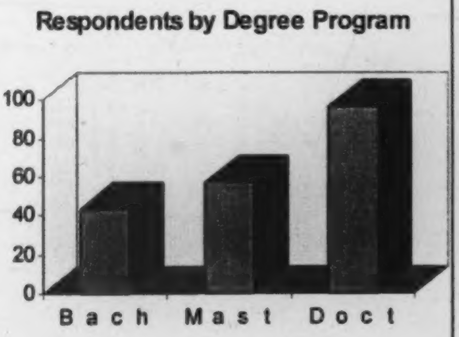

Figure 4.4. Distribution of questionnaire respondents by degree program.

From the total number of international students, 44% were enrolled in bachelor's programs, 21% were in master's programs, and 35% in doctoral programs. Consequently, the undergraduate students were under-represented in the survey and graduate students were over represented.

In 1986-87, 35% of the questionnaire respondents were enrolled in bachelor's programs, 23% in master's programs, and 36% in doctoral degrees. These percentages differed from those in the 1997-98 survey; at that time bachelor's students had 13% more responses and doctoral students 13% fewer.

Age

The majority of the respondents (72%) were less than 30 years old, with the mean age being 26. The university data bases did not provide information about the ages of international students.

In 1986-87, 65% of the respondents were less than 30 years old.

Origin

Geographical representation of the questionnaire respondents was as shown in Table 4.1. The origin of the full-time international student population for the academic year 1997-98 at the U of A was determined from the Registrar's office records. (See Figures 4.5 and 4.6.) A more detailed description of the region of origin of the students occurs in Table 4.2. The countries that belong to each region are specified in Appendix D –"List of Countries and Geographical Regions"– together with the definition used by the UN of developing and developed regions.

The majority of students in both groups belonged to Asia, and the second largest population was from European countries. Their percentages in the survey were slightly higher than their percentages of the total population.

Table 4.1
Total Population and Questionnaire Respondents by Continent of Origin
(Question #27)

Continent	**Total international student population (N=1,082)**	**Respondents (N=204)**	**Respondents Valid % (N=186)**
Africa	9 %	11%	12%
Americas	9%	10%	11%
Asia	58%	40%	44%
Australia/New Zealand	2%	2%	2%
Europe	22%	28%	31%
Not specified	0%	9%	

Table 4.2
Region of Origin of Respondents (Question #27)
(N = 204)

Region	Frequency	%
Eastern Africa	12	6.0
Northern Africa	2	1.0
Southern Africa	2	1.0
Western Africa	7	3.0
Total Africa	**23**	**11.0**
North America	7	3.5
Caribbean	2	1.0
Central America	4	2.0
South America	7	3.5
Total Americas	**20**	**10.0**
Eastern Asia	50	24.5
South-central Asia	15	7.4
South-eastern Asia	12	6.0
Western Asia	5	2.5
Total Asia	**82**	**40.3**
Eastern Europe	7	3.4
Northern Europe	25	12.3
Southern Europe	6	3.0
Western Europe	19	9.3
Total Europe	**57**	**28.0**
Australia + New Zealand	**4**	**2.0**
not specified	**18**	**9.0**

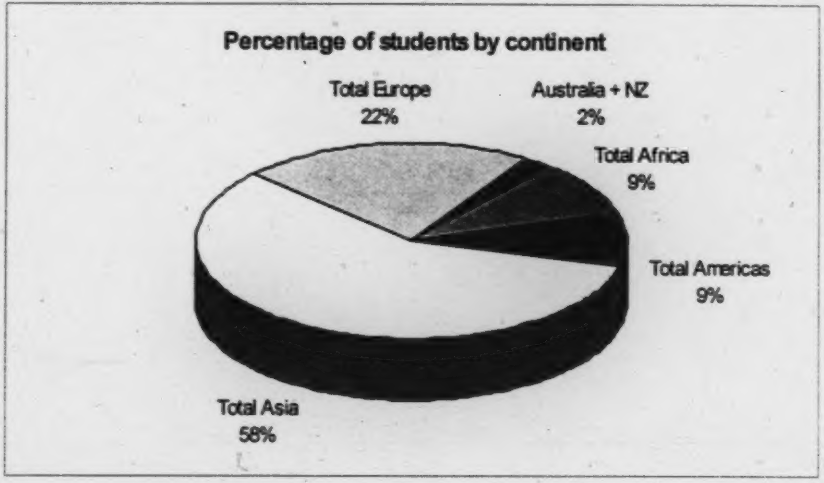

Figure 4.5. Distribution of total international student population by continent of origin.

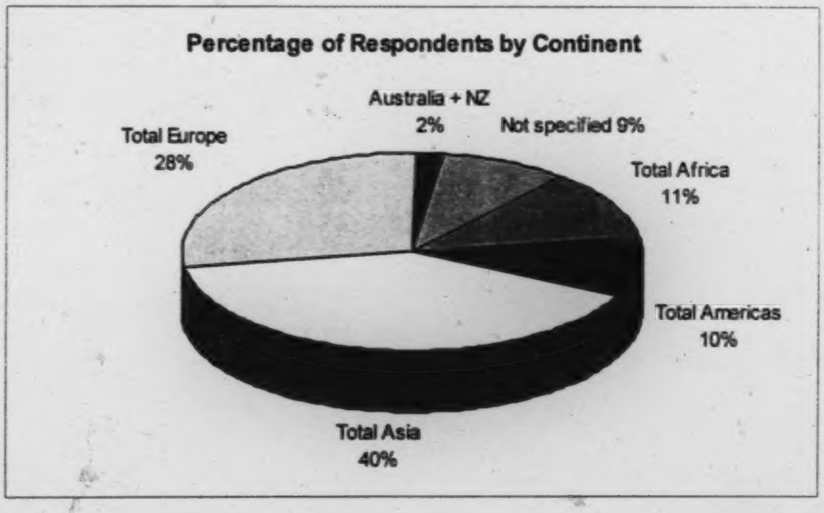

Figure 4.6. Distribution of respondents by continent of origin.

Language First Used and Still Spoken

The language first learned and still spoken by the largest group of international students was English (25%). However, 30% did not find their native language among the 12 possibilities given in Question 34 (Table 4.3). Mandarin was second with 13%.

The university's official data did not include information about language spoken by the international students.

In 1986-87, 29% of the respondents spoke Cantonese, and English came second with 22%.

Table 4.3
First Language Learned and Still Spoken (Question #34)
(N=204)

Language	f	%
English	51	25.0
French	6	2.6
Spanish	8	4.0
Mandarin	26	12.7
Cantonese	19	9.3
Japanese	8	4.0
German	7	3.5
Polish	0	0
Arabic	3	1.5
Korean	3	1.5
Hindi	2	1.0
Other	61	30.0
No answer	10	5.0

Ability in English

For those students whose first language was other than English, about 62% and 57% rated themselves "very good" in "understanding" and "reading"respectively. About 46% rated their abilities "good" in both speaking and writing (Table 4.4).

The questionnaire in 1986-87 did not include a question related to the respondent's ability in English.

Table 4.4

Rating of Students' Language Abilities in English for Students Whose First Language Is Not English (Question #35) (n=143)

	Not very good		**Good**		**Very good**			
	f	**%**	**f**	**%**	**f**	**%**	**Mean**	**s.d.**
Understanding	4	2.8	51	35.7	88	61.5	2.59	0.55
Speaking	23	16.1	66	46.2	54	37.8	2.22	0.70
Reading	2	1.4	60	42.0	81	56.6	2.55	0.53
Writing	26	18.2	65	45.5	52	36.4	2.18	0.72

Scale: Not very good = 1; Good = 2; Very good = 3.

Parents' Education

Substantial proportions of respondents' parents had a university degree (fathers 40%, mothers 21%). (See Table 4.5.) The percentage for complete secondary school as the highest qualification were fathers 15% and mothers 23%. Most of their parents did not receive education abroad (84% of the fathers and 90% of the mothers). A higher percentage of mothers had completed secondary and vocational education as their highest qualification.

Table 4.5
Parents' Highest Level of Education (Question #28)
(N=204)

	Father		Mother	
	f	%	f	%
No formal schooling	7	3.4	14	7.0
Some primary school	5	2.5	9	4.4
Completed primary school	15	7.4	16	7.8
Some secondary school	15	7.4	14	7.0
Completed secondary school	30	14.7	47	23.0
Postsecondary vocational or technical education	26	12.7	40	20.0
Some university education	17	8.3	16	8.0
A university degree	82	40.2	43	21.1
I don't know	3	1.3	2	1.0
No answer	4	2.0	3	1.5

Table 4.6
Family Wealth, in Comparison With Other Families in Your Home Country
(Question #30)
(N = 204)

	f	%
My family is one of the wealthiest in my country	0	0
My family is considerably better off than the average family in my country	41	20.1
My family is about average in wealth	131	64.2
My family is considerably less wealthy than the average family in my country	19	9.3
My family is among the poorest in my country	4	2.0
I have no immediate relatives	0	0
I have no idea about my family's wealth	2	1.0
No answer	7	3.4

The 1986-87 survey focussed more on the level of education of the spouses than the parents of the students, so the two sets of data could not be compared.

Family Wealth

More than half of the respondents' families were about average in wealth compared with other families in their home country (64%). None of them declared their family to be one of the wealthiest in their country, and 2% considered their family among the poorest in their home country (Table 4.6).

There were no related questions in the 1986-87 survey.

Marital Status

Regarding the marital status of the respondents, 65% were single and 31% married. Of the married students, 75% had their spouses with them in Edmonton. Regarding the main activity of their spouses, 43% were employed in Canada and 24% were students at the U of A.

In 1986-87, 67% were single and 32% were married. Two thirds of the spouses were in Edmonton, one quarter of them were students at the U of A, a third were homemakers, and 27% employed in their home country. These percentages were similar for the two studies.

Summary

The composition of the sample used for this study had similarities with the total population of international students at the U of A, but several important differences were noted. A majority of the international student population was male; in their 20s; single; came from East Asia; and studied Arts, Science, or Engineering.

English and Mandarin were the predominant languages in the sample, and, for those who spoke English as a second language, writing was the skill they considered more challenging, and reading was the skill in which they were more proficient.

A majority (61%) of their fathers had received post-secondary education, and 40% had a university degree. Almost half of their mothers (49%) had completed some degree of post-secondary education, and 23% declared high school as their highest level of education. Few of the students' parents had received education abroad. Most of their families were average in wealth and none belonged to the wealthiest class in their countries. Most of the married students had their spouses in Edmonton.

These characteristics show that the international students at the U of A could have been influenced by families which strongly value education and the cost of this university compared with other options.

Chapter 5

REASONS FOR COMING TO STUDY IN CANADA

Introduction

Description of the different reasons and motivation for students to leave their home countries and come to Canada to pursue post-secondary education is provided in this chapter in response to Research Question 2: "*What are the reasons for students coming from abroad to study in Canada?*" The chapter is organized according to the associated sub-questions: (a) "*What problems did they have in applying to study at the U of A?*", (b) "*What was their condition before coming to Canada?*", and (c) "*How do those characteristics compare with data from 1986-87 survey?*"

Reasons to Study Abroad

When asked to rate the importance of various reasons, the one that students more frequently perceived as being "very important" in their decision to study abroad was the quality and reputation of a foreign degree (47.5% of the respondents). (See Tables A.1 and A.2.) That reason was also the most important for all respondents when this scale was used:"not important"(1), somewhat important (2), and "very important" (3), having a mean of 2.37. The next most important reason was financial incentive (mean 2.32) followed by the research facilities available (mean 2.31.)

The most important reason for undergraduate (42%) and master's (56%) students was quality and reputation of a foreign degree (means 2.36 and 2.41), while doctoral students felt that research facilities available (53%), and scholarship, assistantship or other financial incentive (52%) were the most important.

In order of importance, the four reasons that graduate students considered "very important" in their decision to study in country other than their own were as follows:

Doctoral Students

1. Research facilities available, including library and laboratories (53%).
2. Scholarship, assistantship or other financial incentive (52%).
3. The quality and reputation of a foreign degree (48%).
4. Unavailability of the program desired in the home country (34%).

Master's students

1. The quality and reputation of a foreign degree (56%).
2. Research facilities available, including library and laboratories (49%).
3. Scholarship, assistantship or other financial incentive (42%).
4. Unavailability of the program desired in the home country (28%).

For undergraduate students the following were considered "very important" reasons in their decision to study in country other than their own:

1. Quality and reputation of a foreign degree (42%).
2. Language of instruction (30%)
3. Possibility of getting a job in Canada,
4. cost of attending Canadian universities Vs. other options,
5. and limited opportunity for university study in home country (28% each.)

Besides the choices given to the respondents in the questionnaire, students were able to mention other reasons to study abroad (Table 5.1 and 5.2).

Table 5.1
Other Reasons Which Affected Decision to Study Abroad (Question #2)

	Frequency	%	Valid %
No	58	28.4	34.0
Yes	114	55.9	66.0
No answer	32	15.7	Missing

Table 5.2
Other Reasons to Study Abroad and Their Importance (Question #2)

Reason	Very important	Somewhat important
Experience of studying abroad	12	6
Area of research	5	1
Reputation of the research director	5	0
Travel	5	0
Experience different culture	4	0
Better chances to get a job	3	0
To experience a different	2	1
Sport facilities	2	0
International education	2	0
Quality and reputation of U of A	2	0
Learn to be more independent	2	0
Spouse transferred	2	0
Geographic location	1	1
Independence from family	1	1
Safety, public security	1	1
Canadian multiculturalism	1	1
Professional upgrading	1	1
Living environment	1	1

The 1986-87 survey did not include the question of "Why do you want to study in a country other than your own?", but included the reasons for studying at the U of A. Since many of the choices under this question were similar to the ones given in the 1997-98 survey for question number 1, the summary of the answers from 1986-87 is presented here.

When asked to rate the importance of various reasons to study at the U of A, the one that more students perceived in 1986-87 as being "very important" in their decision was the availability of the program that the student wanted to study (51% of the respondents). The next most important reasons were the quality and reputation of the U of A, the cost of attending the U of A compared to other Canadian universities, and financial incentive. For undergraduate students the most important reason was the relative cost of the U of A, while graduate students felt that "scholarship, assistantship or other financial incentive" was "very important".

Problems Encountered When Applying for Study Abroad

As Table 5.3 shows, the questionnaire included 12 categories of possible problems encountered by international students; 10 of these choices were part of the questionnaire used in 1986-87 (Question No. 24).

When applying for admission to their program of study, 30% of the doctoral students reported that getting money for tuition fees was a "big problem", and 25% reported this for living expenses. Tuition fees were also a "big problem" for 30% of the master's students, and 26% of the undergraduate students.

Table 5.3
Problems When Applying for Admission to Program of Study (Question #5)

Aspect	Degree	No problem 0		Somewhat of a problem 1		A big problem 2		Does not apply		No answer		Mean	s.d.
		f	%	f	%	f	%	f	%	f	%		
Passing the TOEFL	B	16	37.2	9	20.9	6	14.0	12	27.9	0	0	0.68	0.79
	M	30	52.6	9	15.8	2	3.5	16	28.1	0	0	0.32	0.57
	D	55	57.3	9	9.4	8	8.3	23	24.0	1	1.0	0.35	0.68
Passing other test(s) required for admission	B	10	23.3	1	2.3	1	2.3	24	55.8	7	16.3	0.25	0.62
	M	19	33.3	4	7.0	2	3.5	28	49.1	4	7.0	0.32	0.63
	D	25	26.0	13	13.5	3	3.1	44	45.8	11	11.5	0.46	0.64
Getting previous course credits accepted	B	16	37.2	10	23.3	3	7.0	12	27.9	2	4.7	0.55	0.69
	M	30	52.6	7	12.3	7	12.3	13	22.8	0	0	0.48	0.76
	D	55	57.3	14	14.6	4	4.2	22	22.9	1	1.0	0.30	0.57
Communicating with the Canadian university	B	19	44.2	13	30.2	6	14.0	5	11.6	0	0	0.66	0.75
	M	29	50.9	21	36.8	5	8.8	2	3.5	0	0	0.56	0.66
	D	63	65.6	23	24.0	5	5.2	1	1.0	4	4.2	0.36	0.59

Table 5.3 (continued)

Aspect	Degree[1]	No problem 0		Somewhat of a problem 1		A big problem 2		Does not apply		No answer		Mean	s.d.
		f	%	f	%	f	%	f	%	f	%		
Getting a Student Authorization	B	29	67.4	11	25.6	2	4.7	1	2.3	0	0	0.36	0.58
	M	30	52.6	15	26.3	11	19.3	1	1.8	0	0	0.66	0.79
	D	60	62.5	22	22.9	12	12.5	0	0	2	2.1	0.49	0.72
Passing the immigration medical exam	B	31	72.1	4	9.3	0	0	8	18.6	0	0	0.11	0.32
	M	33	57.9	6	10.5	3	5.3	15	26.3	0	0	0.29	0.60
	D	60	62.5	5	5.2	2	2.1	25	26.0	4	4.2	0.13	0.42
Arranging the transfer of money from my home country	B	33	76.7	6	14.0	3	7.0	1	2.3	0	0	0.29	0.60
	M	32	56.1	9	15.8	6	10.5	10	17.5	0	0	0.45	0.72
	D	56	58.3	9	9.4	4	4.2	25	26.0	2	2.1	0.27	0.55
Arranging a place to live	B	19	44.2	18	41.9	5	11.6	1	2.3	0	0	0.67	0.69
	M	32	56.1	14	24.6	9	15.8	2	3.5	0	0	0.58	0.76
	D	53	55.2	34	35.4	5	5.2	3	2.1	2	2.1	0.48	0.60
Getting enough money for transportation to come to Canada	B	30	69.8	9	20.9	3	7.0	1	2.3	0	0	0.36	0.62
	M	31	54.4	14	24.6	9	15.8	3	5.3	0	0	0.59	0.77
	D	53	55.2	23	24.0	17	17.7	2	2.1	1	1.0	0.61	0.78

Table 5.3 (continued)

Aspect		No problem 0		Somewhat of a problem 1		A big problem 2		Not applicable		No answer			
	Degree[1]	f	%	f	%	f	%	f	%	f	%	Mean	s.d.
Getting money for tuition fees	B	19	44.2	10	23.3	11	25.6	3	7.0	0	0	0.80	0.85
	M	19	33.3	9	15.8	17	29.8	3	21.1	0	0	0.96	0.90
	D	35	36.5	18	18.8	29	30.2	12	12.5	2	2.1	0.93	0.87
Getting money for living expenses	B	24	55.8	11	25.6	7	16.3	0	0	1	2.3	0.60	0.77
	M	22	38.6	15	26.3	13	22.8	7	12.3	0	0	0.82	0.83
	D	34	35.4	29	30.2	24	25.0	8	8.3	1	1.0	0.89	0.81
Getting information about course of study	B	18	41.9	20	46.5	5	11.5	0	0	0	0	0.70	0.67
	M	28	49.1	22	38.6	4	7.0	2	3.5	1	1.8	0.56	0.63
	D	65	67.7	21	21.9	5	5.2	3	3.1	2	2.1	0.34	0.58

Notes: 1. B = Bachelor's, M = Master's and D = Doctorate

With respect to getting information about course of study, 47% of the undergraduate respondents perceived this to be “somewhat of a problem”, while 42% replied “no problem.” For graduate students it was much less of a problem.

Arranging a place to live was “somewhat of a problem for 42% of the undergraduate students, 25% of the master’s students, and 35% of doctoral students.

After arbitrarily choosing a mean of 0.60 as a “cut-off”to indicate that a substantial problem existed, the data showed that undergraduate students had the most problems with getting money for tuition fees (mean 0.80), getting information about course of study (0.70), and passing the TOEFL (Test of English as Foreign Language) (0.68). Masters students ranked getting money for tuition fees highly with a mean of 0.96, and money for living expenses with 0.82; doctoral students had a similar response: money for tuition fees 0.93, and for living expenses 0.89. That almost 1/3 of the respondents had monetary concerns points out the need for financial assistance in the forms of loans or scholarships directed to international students. More detailed comments about these concerns are given by the students who answered question 49. (See Appendix C.)

Arranging the transfer of money from their home country and passing the immigration medical exam were the least difficult tasks for the respondents. In this category, the most visible difference between graduate and undergraduate students was that while 57% doctoral students reported having no problem getting previous course credits accepted, only 37 % of the undergraduate students had the same opinion.

As mentioned above, this question (No. 5) was very similar to question number 24 in the 1986-87 questionnaire. At that time, the item which students perceived as presenting a problem most often before arrival in Canada was the length of time it took for mail between the university and home (76%). Getting a student authorization was the next biggest problem (59%). The question about the TOEFL originated similar results 10 years ago and now. In both surveys undergraduate students reported having more of a problem than did graduate students in passing this exam. Nineteen students listed other problems, mainly individual circumstances such as finding a tenant for their house at home, or getting a letter of acceptance from U of A.

Students' Situation Before Coming to Canada

In Questions 6 and 7 the students were asked to reveal their highest level education completed in their home countries and their main activity before their arrival in Canada. (See Tables 5.4 and 5.5.) Of the respondents, 33% had finished a bachelor's degree, and 32% a master's degree in their country of origin; none of them had obtained all of their education abroad.

Most of the respondents (43%) were working before coming to Canada, 32% were studying at a university in their home country, and none of them were studying at a secondary school in another country.

In 1986-87, question number 3 asked for the main activity in the year before first coming to the U of A. One third of the respondents, most of them graduate students, reported being employed prior to coming to the U of A. Forty-one percent of the respondents had been at some Canadian educational institution, 25% at university or other post-secondary institution, and 16% at a Canadian secondary school. Over 809 of the undergraduate respondents had come to the U of A from a Canadian institution,

Table 5.4
What Is the Highest Level of Education You Completed in Your Home Country? (Question #6) (N=204)

Highest level of education	Frequency	%
None (all of my education was obtained abroad)	0	0
Primary school (I obtained my secondary schooling abroad)	2	1.0
Secondary school without a formal certificate (I completed my secondary schooling abroad)	7	3.4
Secondary school graduated	34	16.7
Some university education but no degree	18	8.8
A bachelor's degree	68	33.3
A master's degree	65	32.0
A professional degree (e. g., M.D.)	5	2.5
Other	5	2.5
TOTAL	204	100

Table 5.5
What Was Your Main Activity Before You Arrived in Canada? (Question #7)

Main activity	Frequency	%
I was a student at a university in my home country	65	32.0
I was a student at a secondary school in my home country	26	12.7
I was a student at a university in another country	7	3.4
I was a student at a secondary school in another country	0	0
I was working	88	43.1
I was unemployed	6	3.0
Other (please specify)	12	6.0
TOTAL	204	100

44% from another post-secondary institution, and 37% from a Canadian secondary school. Only 19% had been at a university or post-secondary institution in their home country.

Summary

The students considered quality and reputation of a foreign degree and the experience of studying abroad very important reasons to study outside of their home country. Economic problems rated first among the ones encountered when applying for study abroad; these were considered a "big problem" for almost a third of the graduate respondents, while 25% of the undergraduate students rated "getting money for tuition fees" as a "big problem." More than half of the doctoral students, 53% master's students and 37% of undergraduate students reported having no problem getting previous course credits accepted. In 1986-87 paper work related to university communications and visa arrangements were considered most problematic.

Before coming to Canada 33% of the respondents had finished a bachelor's degree and 43% were working. In 1986-87 the questionnaire did not have this specific question, but it inquired about the main activity in the year before first coming to the U of A. At that time 32% of the respondents, most of them graduate students, were employed prior to coming to the U of A.

Since the quality and reputation of a foreign university was an important reason and only 2 students mentioned specifically the U of A (Table5.2), we can conclude that choosing this university obeyed to reasons of costs compared with other options.

Chapter 6

THE INTERNATIONAL STUDENTS' EXPERIENCE IN CANADA

Introduction

In the second section of the questionnaire the students were asked about their experiences in Canada. The first set of questions dealt with their time in Canada before entering the university. The other questions related to their experience with immigration authorities, problems since arrival in Canada, and university services.

Research Question 3 is addressed in this chapter: "*What have been their experiences in Canada?*" Information relevant to the following sub-questions is presented: (a) "*What was their main activity in Canada before starting their U of A programs*?"; (b) "*What problems have they encountered?*"; (c) "*Which services are they using and requesting?*"; and (d) "*How do those characteristics compare with data from the 1986-87 survey?*"

Students' Main Activity in Canada Before Enrolling at the U of A

In questions 9 to 11 the students were asked the length of time that they were in Canada before entering the university. In total, 55% of the undergraduate students had been in Canada for more than two months, whereas 77% of graduate students started their programs less than two months after arriving. Table 6.1 shows that 37% of undergraduate students were taking classes in Canada before entering the U of A, 21% at a secondary school, and 16% at a college.

These figures are substantially different for those obtained in the 1986-87 survey when 41% of the respondents reported having been at a Canadian educational institution in the year before first coming to the U of A and over 80% of the undergraduates had come from an educational institution within Canada.

Table 6.1
Students' Main Activity in Canada Before Starting Program of Study (Question #11)
(n=68)

Main activity	**Bachelor's program (n=43)**		**Master's program (n=57)**		**Doctoral program (n=96)**	
	f	**%**	**f**	**%**	**f**	**%**
Student in another program in this university	0	0.0	1	1.8	3	3.1
Student at a different university in Canada	4	9.3	2	3.5	9	9.4
Student at a secondary school in Canada	9	20.9	1	1.8	0	0
Student at a college in Canada	7	16.3	1	1.8	0	0.0
Studying English as a second language	1	2.3	1	1.8	3	3.1
Working	1	2.3	5	8.8	5	5.2
Tourist	2	4.7	3	5.3	2	2.1
Other	2	4.7	1	1.8	5	5.2
not answered	17	39.5	42	73.7	69	79.9

Problems

With Canadian Immigration Officials

Most of the respondents (76%) did not encounter any difficulties with immigration authorities in Canada. The few who did mentioned personal situations. (See Table 6.2.)

This shows a considerable difference from the situation in 1986-87 when immigration problems were at the top of the list of "big" problems encountered by the students, such as getting a Student Authorization (13.8%), completing the medical test (4.1%), and getting a passport (0.4%).

Table 6.2
Experience With Immigration Officials in Canada
(Question #12) (N=204)

Value label	Frequency	%
I had no difficulty at all	155	76.0
I had some difficulty	40	20.0
I had considerable difficulty	4	2.0
No answer	5	2.0

While Studying at the U of A

These problems can be classified as academic, financial, and social or adjustment to life in Canada, with the last two being the more common. Among the academic difficulties regarding specifically international students is the communication between students and instructors. One Latin American student pointed out in an interview that "it is not a language problem, but mostly an understanding problem in terms of what the professor requests in the assignments. Sometimes I have to spend a long time writing and proofreading a paper just to find out that he expected me to be more critical about the literature than innovative and original in my opinions".

The percentages of students who considered that the following aspects presented a "big problem" are shown below:

- Stress of academic work (mentioned by 23% of the respondents)
- Dealing with loneliness (21%)
- Having enough money for university costs (19%)
- Getting the kind of food the student is used to (16%)
- Making friends with Canadians (16%)

These are the aspects considered to be "somewhat of a problem":

- Coping with the Canadian climate (43%)
- Having enough money for living expenses (40%)
- Being separated from parents (34%)
- Being treated differently because of my national origin, race or religion (28%)
- Finding information (28%)

Suggestions. Question 49 asked for recommendations for possible changes in U of A policy towards international students. The answers in full are presented in Appendix C. Some of the answers related to financial problems are presented below:

"If international students are valued here don't price them out of the market. The differential fee is already quite punitive."

"Give some subsidies to the international students such as lowering the tuition fee, since most of international students come from other countries which are (honestly) poorer than Canada, and please, do not assume that all international students that come for study in Canada are coming from the richest families in their countries."

"Get rid of discriminating differential fee. Index the admission fee according to the applicant's country's average income."

> Reduce the significant difference between fees paid by local, national, and international students. Many students from abroad are from average middle/working class homes too. By increasing international students' fees, is the university also discriminating against or eliminating those who cannot afford the fees? Is the intent to make the university clientele to emerge from richer social structures in different foreign countries? One attraction of this university is the very cosmopolitan character it has developed. Pity to ruin it by making it appear elitist.

Problems Students Perceive in Returning Home

The majority of the students planning to return to their home country (40%) were in bachelor's and doctoral programs: 46.5% of bachelor students, 27% of master's, and 47% of doctoral students. Only 7% of undergraduate students and 16% of master's students plan to study for another degree at this university.

The percentages of students planning to apply for permanent resident status in Canada were 16% in bachelor's programs, 27% in master's programs, and 26% in doctoral programs. The reasons to stay or come back to the home country vary from the political and social situations at home, to the opportunities to get a better job here in Canada, this is one of the conditions of the so-called "brain drain" mentioned earlier in this study.

Of the 80 students that are planning to return home, 54 stated that they are required to do so (Table 6.3)

Table 6.3
Required to Return to Home Country (By Degree)
(Question #44)

	Bachelor's (n=35)		**Master's (n=44)**		**Doctoral (n=70)**	
	f	**%**	**f**	**%**	**f**	**%**
Yes	14	40.0	14	31.8	26	37.1
No	13	37.1	17	38.6	34	48.6
Don't know	8	22.9	13	29.5	10	14.3

Returning students are mostly planning to look for employment, as only 16% have a job already waiting for them. To find a job is seen as a challenge, but most of the respondents do not expect major obstacles in their job search.

In response to the question "Do you anticipate any other problems after returning in your home country?", 88% responded "yes". Some of the following reasons were mentioned by them at least once:

- Missing my Canadian friends
- High phone bills

- A lack of research work interest
- Lack of funds
- Communism (great potential as the present government appreciates this theory)
- Racism (I am already ineligible to apply for scholarships cause I'm white – blacks only need apply)
- Freedom of religion
- Political instability
- Teaching style
- Coping with their accumulated/waiting workload and responsibilities
- Theory of academia vs. practising the field.
- Bureaucratic paper work required from the ministry of education.
- Lack of job experience.
- Adapting back to my field as I don't think many of my courses are applicable.
- Finances.
- Culture shock.
- Salary may not be as good as to allow me a decent life.
- Working environment may not be encouraging for research work.

- My daughter may have difficulty re-assimilating.
- Adapting to work conditions over there
- Finish the university study in one year (credit)
- Debt
- My area of work is not as much developed as here
- Library availability
- Being able to contribute to the developing of my area
- Using the language of my home country at work (using the right lingo)
- Adjusting to the local social and environmental climate
- I must serve in the army in my home country
- Some information access problem
- Get to write the professional exams
- Missing the friends I made here
- Just getting used to being there again, if I return

Services

In Question 17, the students were asked to review a list of 15 services and facilities available for international students and to indicate if they were aware of their existence, how frequently they had used them, and if so, how helpful they found them to be. Nine of these services were offered by the International Centre (Tables 6.4 and 6.5).

Orientation sessions, being offered by different university offices, were assessed in a different Question. (See Table 6.6).

In assessing the need for new services directed to international students, an evaluation of the current ones should be made. The high number of respondents that had "never heard" of many services indicate a lack of awareness that could be resolved by increasing the promotion of International Centre facilities and services.

The International Centre addresses the issue of orientation during "Transitions"–a program at the beginning of the academic year– but not all the students are aware of it, have the time to attend, or are here at the time (e.g., some start their programs in January). Table 6.6 shows the opinions that the students had of the orientation programs currently offered at the U of A.

Among these orientation sessions the International Centre's "Transitions" is the only one directed specifically to international students. Table 6.7 shows the perceptions that the respondents, classified by degree level, had of this service.

Table 6.4

Awareness of University Facilities and Services (Question #17 A. and B.)

Facilities and services	Never heard of it		B. Frequency of use							
			Never		Once		2-3 times		4 or more times	
	f	%	f	%	f	%	f	%	f	%
Host program	107	52.5	74	36.3	10	5.0	5	2.5	8	4.0
“Bridges” Speakers’ program	115	56.4	71	34.8	10	5.0	5	2.5	3	1.5
Student organizations	22	10.8	93	45.6	19	9.3	29	14.2	41	20.1
Income tax workshop	112	54.9	72	35.3	19	9.3	1	0.5	0	0.0
Foreign Students Handbook	34	16.7	44	21.6	46	22.5	33	16.2	47	23.0
Emergency loan or bursary	70	34.3	106	52.0	22	10.8	5	2.5	1	0.5
University Health Centre	7	3.4	69	33.8	32	15.7	34	16.7	62	30.4
Campus Food Bank	42	20.6	147	72.1	7	3.4	2	1.0	6	3.0
Chaplains	80	39.2	112	54.9	7	3.4	2	1.0	3	1.5
Student Counselling Services	39	19.1	141	69.1	11	5.4	3	1.5	10	5.0
Peer program	77	37.7	110	53.9	15	7.4	0	0.0	2	1.0
Airport welcome	51	25.0	108	52.9	41	20.1	1	0.5	3	1.5
Exchange program	40	19.6	144	70.6	12	5.9	4	2.0	4	2.0
International Week	11	5.4	116	56.9	53	26.0	13	6.4	11	6.4
Course in ESL	53	26.0	133	65.2	10	4.9	4	2.0	4	2.0

Table 6.5
Helpfulness of University Facilities and Services (Question #17 C)

Facilities and services	C. How helpful were the following facilities and services?							
	Not helpful 0		Somewhat helpful 1		Very helpful 2			
	f	%	f	%	f	%	Mean	s.d.
Host program (n=27)	6	22.2	10	37.0	11	40.7	1.19	0.79
“Bridges” Speakers’ program (n=19)	3	15.8	11	57.9	5	26.3	1.11	0.66
Student organizations (n=87)	9	10.3	56	64.4	22	35.3	1.15	0.58
Income tax workshop (n=23)	9	39.1	6	26.1	8	34.8	0.96	0.88
Foreign Students’ Handbook (n=115)	4	3.5	49	42.6	62	53.9	1.50	0.57
Emergency loan or bursary (n=32)	7	21.9	5	15.6	20	62.5	1.41	0.84
University Health Centre (n=119)	5	4.2	0	0	114	95.8	1.92	0.40
Campus Food Bank (n=23)	10	43.5	4	17.4	9	39.1	0.96	0.93
Chaplains (n=19)	8	42.1	8	42.1	3	15.8	0.74	0.73
Student Counselling Services (n=29)	7	24.1	14	48.3	8	27.6	1.03	0.73
Peer program (n=24)	10	41.7	10	41.7	4	16.7	0.75	0.74
Airport welcome (n=50)	8	16.0	3	6	3	78.0	1.62	0.75
Exchange program (n=26)	5	19.2	4	15.5	17	65.4	1.46	0.81
International Week (n=72)	7	9.7	43	59.7	22	30.6	1.21	0.60
Course in ESL (n=19)	8	42.1	8	42.1	3	15.8	0.74	0.73

Table 6.6
Attendance and Usefulness of Orientation Programs During First Year at the U of A
(Question #13)

Unit offering orientation program	Useful		Not useful		Not attended	
	f	%	f	%	f	%
G.S.A.	5	3.1	3	2.0	152	95.0
Your department	64	36.8	6	3.4	104	59.8
Students' Union	12	7.4	3	2.0	147	90.7
International Centre	95	49.5	6	3.1	91	47.4

Table 6.7
Usefulness of Orientation Program of the International Centre (By Degree Program)
(Question #13)

Student's degree program	Attended				Not attended	
	Useful		Not useful			
	f	%	f	%	f	%
Undergraduates (n=41)	10	24.4	1	2.6	30	73.2
Graduates (n=143)	77	53.8	5	3.5	61	42.7
Total	87	47.3	6	3.3	91	49.5

Campus Services Required

The last question in the survey asked the respondents to list up to five programs that would increase the well-being of foreign students. The responses show that academic support and English-language classes are the most needed, followed by international students' residences, recreational activities, and social programs. (See Table 6.8.)

Besides the services that appear in Table 6.4, the following were each mentioned by at least one student: travel bursaries, emergency fund, U of A advertisement abroad, books, day care centre, international students award, trips for international students to local places (e.g., museums, downtown), educational program for local instructors so they understand better foreign students, computer software to read other languages, registration orientation, support for students with children, more intercultural activities like International Week, orientation about Canadian and provincial laws, and basic furniture and food to be offered upon arrival.

Table 6.8

Services to Increase Foreign Students Well-being (Question #51)

Services	f	%
Academic support	80	39.0
English-language classes	72	35.0
International students' residences	62	30.0
Recreational activities	58	28.1
Social programs	57	28.0
More computer labs	49	24.0
Peer support program	32	16.0
Financial support (scholarships, bursary, etc.)	30	15.0
More library support staff	15	7.4
Home stay program	13	6.4
Orientation	12	6.0
Speakers bureau	5	2.4
Job search	3	1.5
Health care	3	1.5
International students' club	2	1.0
International students counselling	2	1.0

Summary

The majority of students, especially graduates, enter the university in their first two months in Canada. A difference with the 1986-87 survey is the smaller number of problems encountered when dealing with Canadian immigration authorities.

Major problems encountered by students are academic, social (such as loneliness), and financial (fees and living expenses). To deal with some of these problems the university has established various services, some of which are unknown to many of the respondents, but appreciated by those who have used them. Requests for additional services were related to academic support, English-language classes, international students' residences, recreational activities, and social programs.

When they will return home, only 16% have a job waiting for them. Other problems anticipated on return include missing friends they made while in Canada; inadequate conditions to do research and conduct professional development in their countries; and encountering religious, political and social obstacles.

Chapter 7

Summary, Conclusions, and Implications

> In an interconnected world, the University of Alberta's core activities of teaching, research and community service bridge both intellectual boundaries and international borders. We incorporate international perspectives into teaching and scholarship; we foster recognition by our stakeholders of the ways in which different cultures shape contemporary experience; and we emphasize the effects of scientific discovery and technological change on individuals and communities across the regions of the world.
>
> Internationalizing the University of Alberta: An operational plan 1996.

Introduction

This chapter presents a summary of the major findings, a discussion of their relationships to other research, recommendations for practice and future research, and comparisons with results of the 1986-87 survey. It also addresses Research Question 4. *"What suggestions can be made for improving current conditions?"*

Overview of Study

On February 2, 1998, a questionnaire was mailed to 800 of the 915 international students enrolled at the University of Alberta. The 50-question comprehensive questionnaire was compiled to reflect the issues addressed by a similar 1986-87 survey, and information that was considered relevant as identified in literature and through consultation with the International Centre, the Registrar's Office, the Students' Union, and the Graduate Students' Association.

The questionnaire consisted of these four parts:

1. **Preparing to Come to Canada** (8 questions)

   Students' reasons for coming to this country and to the U of A.

2. **Experiencing Canada** (15 questions)

   Their stay in Canada, financial support, quality of student life at the U of A, and the usefulness of services provided by the different university facilities.

3. **Your Background** (23 questions)

   Language, family, origin, faculty, degree, and plans for after graduation.

4. **Possible Changes** (4 questions)

   Possible changes in policy involving international students.

Respondents were asked to complete the survey and to return it through campus mail. They were not asked to identify themselves. The same questionnaire was published in the Internet on PDF format for volunteer participants.

A total of 204 questionnaires (25%) were completed and returned. The respondents represent a true sample of the international students at the U of A. The percentage distribution of geographic origin, degree level and programs of study of those completing the questionnaires showed some variation from the distribution of the entire international student population. Specifically undergraduate students were under-represented with 22% of respondents vs. 44% of the total population; in terms of origin the Asian students were 44% of the respondents while they were 58% of the total population, and 31% of the respondents were European students while their share of the total population was 22% (the percentages are given based on the number of students who answered Question #27).

Major Findings

Demographic Information

- 56% of the respondents were male, 35.5% were between the ages 23-27, and 67% were single.
- 99% of the respondents were enrolled as full-time students– 47% in doctoral programs, 28% in master's programs, and 25% in undergraduate programs.
- 42% of the respondents indicated that they will return home immediately after completion of their studies.
- 43% of the respondents lived in university housing.
- The respondents indicated that the three primary factors in choosing to study abroad were quality and reputation of a foreign degree; scholarship, assistantship, or other financial incentive; and research facilities.

Students' Concerns

- Having adequate financial support to pay tuition fees was the greatest personal concern for 34 % of the students at the time when they applied for admission to their program of study.
- Once in Canada, the issues considered to be "a big problem" by a substantial proportion of respondents were stress of academic work (23%), dealing with loneliness (21%), and having enough money for university costs (19%).
- 49% of the respondents rated their experience in Canada as "very positive."

University Services

- 30% had used University Health Services facilities four or more times.
- 56% had never heard of the Bridges Speakers program, the Income Tax Workshop, or the Host program.
- Of those who had used any of the 15 university facilities and services listed in question No. 17, 96% considered University Health Services very helpful, 65% found students organizations somewhat helpful, and 44% reported that the Food Bank is not helpful.
- 90% would recommend the U of A to their friends. Of this 90%, 72% would not recommend the U of A if tuition fees were increased for new students by $3,000 a year.

Possible Changes

- In Question No. 49 (see Appendix C) students were asked to advise officials at this university about possible changes in policy regarding international students. Most of the responses suggested removing or reducing the 100% differential fee that international students have to pay, suggesting a change in this policy.
- Other suggestions were about internationalizing curriculum content and assessing the differences between educational systems in Canada and others countries.

Comparison With Results of the 1986-87 Survey

The primary purpose of this research was to find the opinions of the international students at the U of A today and to compare them with the responses obtained in the 1986-87 survey.

The profile that emerged from the answers gathered in 1987 was as follows (Bryan, et al., 1987):

> As much as one can generalize, however, the picture that emerged was that the "typical" international student at the University of Alberta in the winter of 1986 was likely to be male; in his 20s; single; from Hong Kong, the People's Republic of China, India, or Malaysia; living in a university residence; and studying for either a graduate degree or a degree in Science, Arts, or Engineering. Married respondents were usually graduate students whose spouses were in Edmonton with one or two children, generally of preschool age at home during the day. Female students tended to study Arts, Science, or Business. Most students chose the University of Alberta for academic reasons such as the quality and reputation of the University and availability of the desired program of studies. Most students did not perceive that they had experienced many problems; those that did were likely to have had problems with immigration requirements or interpersonal relationships. On the whole, students had not become well informed about nor had they made use of many of the university services and facilities which were available (p. 104)

International students today are still mainly male and the majority are in their 20s, single, coming from Eastern Asia (mostly from Hong Kong), and studying in Arts, Science, or Engineering. The reasons why students choose to study abroad have changed from purely academic to the costs of tuition compared with other North American universities. Even though the quality and reputation of the university is still a very important reason, financial concerns had an impact in selecting a university. The source of problems has also shifted from immigration requirements to issues related with money for tuition and subsistence.

Students were largely unaware of the existence of services directed to them, although international students now have access to more services, and the International Centre has been a key element in this change.

The decrease in number of international students in the past 10 years may be a reflection of the increased competition internationally for students and the lack of an aggressive recruitment strategy at the U of A, since the total numbers of international post-secondary students has increased in Canada during the same period of time (Compare Table 1.1 and Figures 1.2 and 1.3, Chapter 1). Careful analysis of the data presented here and the changes in the last ten years should help develop better recruitment strategies.

Recommendations

Based on the data from the questionnaires and student interviews the following recommendations are presented:

1. In order to increase the number of international students at the U of A more publicity should be placed in Canadian embassies and consulates all over the world, promoting the quality of this university and its competitive cost. Students are applying and being accepted elsewhere but still selecting the U of A. The reason may be the competitive costs of this university. This can be concluded from the answers to Question 23 ("At current exchange rates, how would you compare the following costs to that of your home country?") and Question 48b ("If tuition were increased by $3000 a year, would you still recommend this university?). Table A.30 data, which show the comparison in terms of tuition costs between home country and Canada by geographical origin of the respondents, identifies the regions (e.g., Eastern Asia and Europe) for which tuition costs at the U of A are considered competitive.

2. Identify the programs at the U of A which have larger capacity for accepting students, targeting the countries where these programs don't exist, and targeting specifically these areas for these programs could be one strategy for recruitment. Many graduate students (34% of doctoral students and 28 of master's students) indicated that a very important reason to study abroad is that their programs are not available in their home countries (Question 1, Table A.1). This would require collection of this information from each targeted country.

3. Should the U of A consider increasing tuition fees, a market study would be necessary to determine if there is a different profile of students to target. Although the main reason for undergraduate students to study abroad is the quality and reputation of a foreign degree, they also listed capacity in home institutions and cost as important issues. This may indicate that the U of A has a comparative advantage in the market of price-sensitive students wanting a foreign degree. We can again refer to the responses to Question 48 where 20% of the students who would recommend the U of A back home would not do so if the tuition increased. Of this 20%, 70% of undergraduate students would change their endorsement of this university if tuition fees were to increase.

4. An important recruitment strategy may then be to identify different ethnic communities in Edmonton and advertise among them the different programs so they can encourage friends or relatives overseas to come and study at the U of A. Question 1 identified the reasons for studying abroad. Undergraduate students place considerable importance on family and nearby friends for support. Even

though the presence of their own ethnic community does not seem to be a reason to come here, regarding the emotional and social problems normally encountered, it would be important to let the incoming students know the different ethnic groups present in Edmonton.

5. The university could arrange better information tools to allow the students to receive information on time. Getting information from the university was somewhat of a problem for 30% of undergraduates and 60% of graduate students, and so was arranging a place to live for 42% of undergraduate students, 25% of master's students and 35% of doctoral students. The Internet and e-mail can be the best solution since this technology is well spread internationally.

6. The housing situation should be resolved within the first days when the students arrive in Edmonton, or before arrival. Perhaps a percentage of university residences could be reserved for first-year international students.

7. Doctoral students seem to have less difficulty in getting previous course credits accepted than do undergraduates, but there is still a gap between what the applicants expect and what is actually required when presenting their documents to get them accepted. Increasing the links between the U of A and institutions abroad could help to reduce this gap.

8. One of the major difficulties pointed out in the interviews was to understand the university Calendar and grading system. It would be very helpful to foreign students to have a explanatory guide to clarify the different abbreviations and terms used in the Calendar, as well as an overview of the Canadian education

system in terms of grading and common expectations of instructors at the classroom. Providing clear and honest reference information to applicants abroad could give the U of A an edge over other foreign universities.

9. For 49% of undergraduate, 37% of master's, and 31% of doctoral students, the recommendation of family or friends was an important reason to study here, so it is important to make the experience of current students worthwhile, making them ambassadors of the U of A when they return to their home countries.

10. Adjusting to life in Canada involves some of the most difficult tasks for any foreigner and particularly for students. One way to help in this case is to establish a clearly defined service for international students where they can find support in academic matters, social contacts, and basic daily-life information, matters that are overlooked by other student services, but crucial for foreigners.

11. 40% of the respondents declared their intention to return to their home country upon competition of their programs. It is important to help them organize and make use of their position as alumni in favour of new students and returning ones. Where formal alumni associations do not exist, a contact person should be established so the U of A can develop an informal information network. This would help to resolve the applicants' questions and doubts, and for the returning students it is a way to make connections and receive support in his/her job search. It may be useful to maintain an electronic list of alumni keeping them up-to-date with U of A news, and facilitating the exchange of information about matters such as jobs and conferences. The job search process through alumni could benefit not

just the situation of returning students, but encourage others to follow the steps of these successful professionals.

12. Lastly, I consider that it would be important to contrast this response with the opinions of local students, this data would give us a more clear idea of which problems are specific to the international students.

Concluding Comment

In this era of global economics and interdependent markets, it is clear that industrialized nations in general, and Canada in particular, continue to feel they have an important role to play in change in the less-developed countries. Aside from fulfilling its historically humanitarian aspect, Canadian assistance to foreign nations currently offers the country and its institutions several attractive opportunities.

Financial problems were considered at the top of difficulties for both graduate and undergraduate students. This means that, even though the U of A is relatively inexpensive compared with other North American universities, many students have to struggle to study and survive with the money they have. This is more evident when we look at the answers to Question 49 (see Appendix C) that asked for recommendations for possible changes in policy toward international students.

International students bring to the University of Alberta more than the money they pay for their tuition, as they offer a unique opportunity to enrich the classrooms with experiences and knowledge that give true meaning to "international education". To fully appreciate their presence on campus, faculty and administrators must be prepared to address their problems and needs. In addition to the stress of being university students, they must also deal with culture shock and language barriers, problems that require special attention and services.

Interacting with students from others countries is beneficial to their Canadian classmates as well as to the international students. Through the interaction with people with different cultural patterns local students recognise their own uniqueness and learn to identify themselves in relation to the world. This will also create awareness of the personal and social dynamics at work in a diverse group, and it has been noted that effectiveness in culturally diverse teams is a skill much in demand by employers.

As the university embraces the challenge of attracting a larger number of international students, it should also assess the conditions that those students will encounter on campus, and ensure that experiences are positive, curriculum is relevant, staff are welcoming and prepared to meet the needs of international students which may be different or require more time than Canadian peers, so it would justify their investment in pursuing their education abroad. Taking advantage of their experiences, acknowledging their presence as valuable members of the university community, and helping with their problems will make their experiences more enjoyable, eventually helping them become proud alumni and promoters of their alma mater, enhancing the reputation of an education from this university around the globe.

This research has been conducted with the purpose of collecting information about the international student population and making it available to those who can help their situation; most of the analyses which were performed consisted of simple frequency distributions, some two-way cross-tabulations added to the information contained on certain variables. More analyses could be conducted using the information that is now available. This survey provides a broad base of information which besides updating information gathered 10 years ago, also points the way for future research. More detailed studies of social interactions, psychological well being, coping strategies, and interaction with local students could be made.

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APPENDIX A

Cover Letter Sent With Questionnaire

Edmonton, February 1998

Dear international student:

You are requested to participate in the University of Alberta's International Students Survey 1998. This survey is a means to collect feedback from you as someone directly involved in the process of the internationalization of this university.

The University of Alberta has often stated its intent to be recognized as an international University. Being a foreign student myself, I believe in the importance of knowing the expectations, difficulties and realities that we encounter as students, so I have chosen to conduct my M.Ed. thesis research collecting information about these experiences and your reactions to them.

With the sponsorship of the International Centre and the Office of the Registrar and Student Awards, the enclosed questionnaire is being sent to all international students currently registered at the University. There are no identifying marks or numbers on the questionnaire so that all responses will be completely anonymous. Individual responses will be kept strictly confidential and no individual results will be reported or released. This study has been approved by a Faculty of Education ethics review committee.

A compilation of the results will be sent to the student newspaper and to University decision makers. In this manner the results should aid in providing better services to international students. If you would also like a summary of the results of this research, please let me know. I would be happy to send you a copy once it is available.

Most of the questions require only that you circle the number which corresponds to the best answer for you. A few questions involve writing a number or a few words for your answer. If you want to add any comments, please do so. If you need assistance, please contact me. Feel free to leave blank any questions you would prefer not to answer. Please return the completed questionnaire by February 28.

When you have completed the questionnaire, please place it in the addressed Campus Mail envelope supplied and deposit it in Campus Mail. No postage is required. This can be done at any department, faculty or administrative office on campus, or at the yellow Campus Mail Box outside the Administration Building, or at the Hub Mall Administration Office. If you prefer, you can bring the questionnaire to the International Centre, 172 HUB (ground level, North end). I urge you to complete the questionnaire to help the U of A serve its international students as well as possible.

Sincerely,

Enrique Chacón
echacon@ualberta.ca

APPENDIX B

Questionnaire

SURVEY OF INTERNATIONAL STUDENTS AT THE UNIVERSITY OF ALBERTA

I. PREPARING TO COME TO CANADA

In the first section of this questionnaire please think back to the time when you decided to study abroad.

1. A list of possible reasons why students decide to study in a country other than their own is provided below. Please indicate for each reason listed the extent to which this was important in *your* decision to study abroad. (Circle the number code in the appropriate column.)

Reason	**Very important**	**Somewhat important**	**Not important**	**Not applicable**
Unavailability of the program I wanted in my country	1	2	3	0
Quality and reputation of a foreign degree	1	2	3	0
Limited opportunity for university study in my home country	1	2	3	0
I was not accepted at a university in my home country	1	2	3	0
Language of instruction	1	2	3	0
Scholarship, assistantship or other financial incentive	1	2	3	0
Cost of attending Canadian universities compared to other options	1	2	3	0
Friends or family support nearby	1	2	3	0
Research facilities available here (includes library and lab. Facilities)	1	2	3	0
Existence of a large community of my own ethnic background	1	2	3	0
Recommendation of family, friends, or teachers	1	2	3	0
An educational exchange agreement with universities in other countries	1	2	3	0
The possibility of getting a job in Canada after arriving	1	2	3	0

2. **Were there other reasons in addition to the ones listed above which affected your decision to study abroad?**

No 2 *Go to question 3*
Yes 1 Please list the reasons below and indicate their importance to you

	Very important	somewhat important
a. ____________________	1	2
b. ____________________	1	2
c. ____________________	1	2

3. **Did you apply to universities in countries other than Canada?**

No 2
Yes 1 How many? ______

Which countries?______________________________________

4. **At how many of these universities were you offered admission to the program for which you applied?**

   Number ______

5. **How much of a problem did each of the following items present for you during the time when you applied for admission to your program of study? (Circle one number for each problem.)**

	No problem	Somewhat of a problem	A big problem	Does not apply
Passing the TOEFL	0	1	2	3
Passing other test(s) required for admission. Please specify name of test(s)__________	0	1	2	3
Getting previous course credits accepted	0	1	2	3
Communicating with the Canadian university	0	1	2	3
Getting a Student Authorization	0	1	2	3
Passing the medical test	0	1	2	3
Arranging the transfer of money from my home country	0	1	2	3
Arranging a place to live	0	1	2	3
Getting enough money for transportation to come to Canada	0	1	2	3
Getting money for tuition fees	0	1	2	3
Getting money for living expenses	0	1	2	3
Getting information about course of study.	0	1	2	3
Other, please specify ______________	0	1	2	3

6. **What is the highest level of education you completed in your home country? (Circle one number only.)**
   1. None (all of my education was obtained abroad)
   2. Primary school (I obtained my secondary schooling abroad)
   3. Secondary school without a formal certificate (I completed my secondary schooling abroad)
   4. Secondary school graduated
   5. Some university education but no degree
   6. A bachelor's degree
   7. A master's degree
   8. A professional degree (e. g., M.D.)
   9. Other (Please specify)________________________________

7. **What was your main activity before you arrived in Canada? (Circle one number only.)**
   1. I was a student at a university in my home country
   2. I was a student at a secondary school in my home country
   3. I was a student at a university in another country (specify country)________________
   4. I was a student at a secondary school in another country (specify country)____________
   5. I was working
   6. I was unemployed
   7. Other (please specify)________________________________

8. How would you describe your experience with Canadian immigration officials in your home country? (Circle one number only.)

1.I had no difficulty at all
2.I had some difficulty
3.I had considerable difficulty (Please specify below.)
4. Not applicable

____
____
____

II. EXPERIENCING CANADA *Now please think about your experiences in Canada.*

9. **How long have you been in Canada (up to 1 January 1998)?** ___________year(s) and _____ month(s)

10. **When did you start your present university program?**
    1. Less than two months after arriving in Canada *Go to question 12*
    2. After being in Canada for two months or longer *Continue to next question*

11. **What was your main activity in Canada before you started your present program of study? (Circle one number only.)**
    1. Student in another program at this university
    2. Student at a different university in Canada
    3. Student at a secondary school in Canada
    4. Student at a college in Canada
    5. Studying English as a second language
    6. Working
    7. Tourist
    8. Other. Please specify. ____

12. **How would you describe your experience with immigration officials in Canada?**
    1. I had no difficulty at all
    2. I had some difficulty
    2. I had considerable difficulty (Please specify.)

    ____

    ____

13. **Please indicate whether you attended an orientation program during your first year here, and if so, whether it was useful to you.**

	Attended		Not attended
	Useful	Not useful	
G.S.A.	1	2	3
Your Department	1	2	3
Students' Union	1	2	3
International Centre	1	2	3
Library	1	2	3

14. **On the whole, how would you rate your experience in Canada thus far?**
    1. Very positive
    2. Somewhat positive
    3. Mixed
    4. Somewhat negative
    5. Very negative

15. **In what type of accommodation do you currently live? (Circle one answer.)**
    1. Lister Hall (U of A residence).
    2. Pembina Hall (U of A residence).
    3. HUB (U of A residence).
    4. Michener Park (U of A residence).
    5. Garneau Housing and Apartments (U of A residence).
    6. Rental apartment or house in which I live by myself or with family members.
    7. Rental apartment or house that I share with others who are not family members.
    8. House I am buying (or have bought) in which I live by myself or with family members.
    9. House I am buying (or have bought) that I share with others who are not family members.
    10. Room and board (other than U of A residence).
    11. Other. Please specify.____

16. **How much has each of the following been a problem for you since your arrival in Canada?**

	No problem	Somewhat of a problem	A big problem	Not applicable
Speaking English	0	1	2	3
Writing English	0	1	2	3
Eating Canadian food	0	1	2	3
Getting the kinds of food I am used to	0	1	2	3
Making friends with Canadians	0	1	2	3
Getting mail from home	0	1	2	3
Getting money from home country	0	1	2	3
Finding suitable housing	0	1	2	3
Coping with instructional methods	0	1	2	3
Understanding my instructors	0	1	2	3
Teaching duties as T. A.	0	1	2	3
Stress of academic work	0	1	2	3
Dealing with loneliness	0	1	2	3
Coping with the Canadian climate	0	1	2	3
Being treated differently because of my national origin, race or religion	0	1	2	3
Practicing my religion	0	1	2	3
Curriculum is not relevant	0	1	2	3
Having enough money for living expenses	0	1	2	3
Having enough money for university costs	0	1	2	3
Having problems with own health	0	1	2	3
Problems with health care system	0	1	2	3
Being separated from parents	0	1	2	3
Being separated from spouse and/or children	0	1	2	3
Being separated from girlfriend/boyfriend	0	1	2	3
Finding information	0	1	2	3

17. **For each one the following university facilities or services indicate**
    A. if you have heard of it,
    B. how frequently you have used it since arrival in Canada, and if used
    C. how helpful it was to you in the current academic year.

	A. Never heard of it	B. Frequency of use				C. How helpful		
		Never	Once	2-3 times	4 or more times	not helpful	some-what helpful	very helpful
Host program	0	1	2	3	4	5	6	7
Students organizations	0	1	2	3	4	5	6	7
Income tax workshop	0	1	2	3	4	5	6	7
Foreign Students' Handbook	0	1	2	3	4	5	6	7
Emergency loan or bursary	0	1	2	3	4	5	6	7
University Health Centre	0	1	2	3	4	5	7	7
Campus Food Bank	0	1	2	3	4	5	6	7
Chaplains	0	1	2	3	4	5	6	7
Student Counselling Services	0	1	2	3	4	5	6	7
Peer program	0	1	2	3	4	5	6	7
Airport welcome	0	1	2	3	4	5	6	7
Exchange program	0	1	2	3	4	5	6	7
International week	0	1	2	3	4	5	6	7
Course in ESL	0	1	2	3	4	5	6	7

18. **How would you rate the expectations in terms of amount of work/time/effort devoted to studies at the U of A compared with expectations in your home country ?**
    1. Much higher expectations at the U of A
    2. Somewhat higher expectations at the U of A
    3. About the same expectations at the U of A
    4. Somewhat lower expectations at the U of A
    5. Much lower expectations at the U of A

19. **Have you received a guarantee of financial support through the U of A for the next university year, September 1998-August 1999 ?**

No 2
Yes 1 Identify source and amount :
Assistantship $________________
Fellowship/Scholarship $________________
Other $________________

20. **How do you (will you) pay for any medical or health expenses?**
    1. Alberta Health Care
    2. Private health care plan
    3. University of Alberta Health Insurance Plan
    4. Myself
    5. Friends
    6. Don't know

21. **What do you think will be your total annual income in 1997 in Canadian dollars including any of your income from sources outside Canada? (Exclude income of other family members.)**
    1. Less than $400
    2. $ 400 - $ 999
    3. $1,000 - $1,999
    4. $2,000 - $4,999
    5. $5,000 - $9,999
    6. $10,000-$14,999
    7. $15,000 - $19,999
    8. $20,000 - $29,999
    9. $30,000 - $49,999
    10. $50,000 or more

23. **At current exchange rates, how would you compare the following costs to those of your home country? (For example, if you pay $300 rent here but at home it would cost you the equivalent of $100, you would probably think that accommodation here is much more expensive and circle 5.)**

	Much cheaper	Somewhat cheaper	About the same	Somewhat more expensive	Much more expensive
Tuition	1	2	3	4	5
Books	1	2	3	4	5
Groceries	1	2	3	4	5
Eating out	1	2	3	4	5
Accommodation (rent and utilities)	1	2	3	4	5
Transportation	1	2	3.	4	5
Entertainment	1	2	3	4	5
Clothing	1	2	3	4	5

24. **Please estimate what percentage of your funds for this university year (Sep. 1997-Aug. 1998) have come from each of the following sources:**

	Percentage of total funds				
	0%	0 - 25%	26 - 50%	51 - 75%	76-100%
	0	1	2	3	4
Other relatives or friends	0	1	2	3	4
Personal savings	0	1	2	3	4
Loans, scholarships, etc. from agency or government in your home country	0	1	2	3	4
Parents or guardians	0	1	2	3	4
Other work inside the university	0	1	2	3	4
Other, please specify	0	1	2	3	4

III. YOUR BACKGROUND

This information will allow to compare your experiences and attitudes with those of other international students with similar backgrounds.

25. What is your sex? 1. Male
2. Female

26. How old are you (as of 1 January 1998)? ________ years

27. What is your country of citizenship ?

____

28. What is the highest level of education your parents completed? (For each parent circle one number only.)

	Father	Mother
No formal schooling	1	1
Some primary school	2	2
Completed primary school	3	3
Some secondary school	4	4
Completed secondary school	5	5
Postsecondary vocational or technical education	6	6
Some university education	7	7
A university degree	8	8
I don't know	0	0

29. Did your parents receive any of their education abroad?

Father	Yes 1	No 2
Mother	Yes 1	No 2

30. Where would you place your family's wealth, in comparison with other families in your home country?

1. My family is one of the wealthiest in my country
2. My family is considerably better than the average family in my country
3. My family is about average in wealth
4. My family is considerably less wealthy than the average family in my country
5. My family is among the poorest in my country
6. I have no immediate relatives
7. I have no idea about my family's wealth

31. What is your marital status?

1.	Single	Go to question 34
2.	Married	Go to next question
3.	Other (divorced, widowed, separated)	Go to question 34

32. Is your spouse currently living in Edmonton? Yes 1 No 2

33. What is the main activity of your spouse? (Circle only one.)
    1. Student at the U of A.
    2. Student at another postsecondary institution in Edmonton.
    3. Student at secondary school in Edmonton.
    4. At school somewhere else.
    5. Homemaker.
    6. Employed .
    7. Other, please specify ______________________________

34. What is the first language that you learned and still speak?

1. English
2. French
3. Spanish
4. Mandarin
5. Cantonese
6. Japanese
7. German
8. Polish
9. Arabic
10. Korean
11. Hindi
12. Other, please specify ___________________________________

35. How would you rate yourself in the following language abilities in English?

	Very good	Good	Not very good
Understanding	1	2	3
Speaking	1	2	3
Reading	1	2	3
Writing	1	2	3

36. What is your registration status? 1. full-time
2. part-time

37. In which Faculty are you registered? (Circle one number only.)

1. Agriculture, Forestry, and Home Economics
2. Arts
3. Business
4. Education
5. Engineering
6. Graduate Studies and Research
7. Extension
8. Law
9. Medicine and Oral Health Sciences
10. School of Native Studies
11. Nursing
12. Pharmacy and Pharmaceutical Sciences
13. Physical Education and Recreation
14. Rehabilitation Medicine
15. Saint-Jean
16. Science

38. For which degree are you currently studying?
    1. Bachelor's
    2. Master's
    3. Doctorate
    4. Other (Please specify)____

39. In which department is your specialization (if any)?_______________________________________

40. How important were each of the following reasons in your choice of this particular field of study?

	Very important	Somewhat important	Not important
Friends or relatives are students or have studied in this field	1	2	3
The subject matter interests me	1	2	3
The possibility of getting a job in this field in my home country	1	2	3
The possibility of getting a job in this field in Canada	1	2	3
I was placed in this field of study by scholarship conditions	1	2	3
Family pressure to go into this field	1	2	3
Other (Please specify)	1	2	3

41. What was your average grade over the last term in which you took courses?

1. Under 4	3. 6 - 8
2. 4 - 6	4. 8 or more

42. What do you plan to do on completion of your current degree program? (Circle the one that is most likely.)

1. Return to my home country *Go to question 44*
2. Study for another degree at this university *Go to next question*
3. Study for another degree at a different university in Canada
4. Study for another degree outside my home country (but not in Canada)
5. Apply for Permanent Resident Status and work in Canada *Go to question 48*
6. Other (please specify)____

43. For what degree do you intend to study after you have obtained this one?
(Write the full name of the degree.)________________________________

44. Will it be necessary for you to return to your home country after completing your education?

Yes 1 No 2 Don't know 3

45. What are you planning to do after you have returned to your home country? (Circle one number only.)

1. I am not planning to return to my home country *Go to section IV*
2. I will look for employment
3. I will start in a job that is waiting for me
4. I do not have any plans for when I return

46. How much of a problem do you anticipate each of the following will be after you have returned to your home country?

	No problem	Somewhat of a problem	A big problem	Does not apply
Finding a job	1	2	3	4
Getting my foreign degrees accepted	1	2	3	4
Adapting to a different standard of living	1	2		4
Interacting with my friends and relatives	1	2	3	4
Using the language(s) of my home country for daily communications	1	2	3	4
Adapting to the way of life in my home country	1	2	3	4
Participating in a political system which is quite different from the Canadian system	1	2	3	4

47. Do you anticipate any other problems after returning in your home country?

No 1 Go to section IV
Yes 2 Which ones?
(List up to three in order of seriousness to you.)

1.______________________________

2.______________________________

3.______________________________

IV. POSSIBLE CHANGES

This final section of the questionnaire identifies your feelings about possible changes in policy towards international students. Feel free to include additional pages if you so desire.

48. a. Would you recommend the University of Alberta to friends or relatives?
1. Yes 2. No *Go question 49*

b. If tuition fees were increased (for new students) by $3,000 a year, would you still recommend this university to friends or relatives? 1. Yes 2. No

49. If you were asked to advise officials at this university about possible changes in policy toward international students, what would you recommend?

50. If friends or relatives from your country were thinking of coming to Canada to study, what advice would you give them?

51. If you were in charge of spending $100 on services to increase the well-being of foreign students, please list five programs in order of priority and the amount that you would spend on each. (Possibilities might include Academic Support, English Language Classes, Homestay Program, Peer Support Program, International Residences, Recreational Activities, Social programs, Speakers Bureau, more Library support staff, and more computer labs.)

PROGRAM	VALUE
1.	
2.	
3.	
4.	
5.	
TOTAL	$100

THANK YOU VERY MUCH FOR YOUR TIME!

APPENDIX C

Tables With Results From the Survey

Table A.1
Importance of reasons why students decide to study in a country other than their own (Q. 1) (N=204)

Reason	Not important 1		Somewhat important 2		Very important 3		Not applicable		Not answered			
	f	%	f	%	f	%	f	%	f	%	Mean	s.d.
Unavailability of the program I wanted in my country	30	14.7	37	18.1	57	27.9	73	35.8	7	3.4	2.22	0.81
Quality and reputation of a foreign degree	29	14.2	60	29.4	97	47.5	15	7.4	3	1.5	2.37	0.74
Limited opportunity for university study in my home country	55	27.0	33	16.2	32	15.7	77	37.7	7	3.4	1.81	0.83
I was not accepted at a university in my home country	24	11.8	6	2.9	3	1.5	165	80.9	6	2.9	1.36	0.65
Language of instruction	36	17.6	42	20.6	49	24.0	66	32.4	11	5.4	2.10	0.82
Scholarship, assistantship or other financial incentive	28	13.7	51	25.0	78	38.2	43	21.1	4	2.0	2.32	0.76
Cost of attending Canadian universities compared to other options	59	28.9	47	23.0	42	20.6	48	23.5	8	3.8	1.89	0.82
Friends or family support nearby	50	24.5	30	14.7	18	8.8	99	48.5	7	3.4	1.67	0.77
Research facilities available, including library and laboratory facilities	32	15.7	62	30.4	88	43.1	16	7.8	6	2.9	2.31	0.75

Table A.1 (continued)

Reason	Not important 1		Somewhat important 2		Very important 3		Not applicable		Not answered			
	f	%	f	%	f	%	f	%	f	%	Mean	s.d.
Existence of a large community of my own ethnic background	95	46.6	19	9.3	4	2.0	79	38.7	7	3.4	1.23	0.50
Recommendation of family, friends, or teachers	41	20.1	75	36.8	38	18.6	45	22.1	5	2.5	1.98	0.72
An educational exchange agreement with universities in other countries	32	15.7	15	7.4	19	9.3	131	64.2	7	3.4	1.80	0.86
The possibility of getting a job in Canada? after arriving? after my degree?	64	31.4	54	26.5	31	15.2	49	24.0	6	2.9	1.78	0.77

Table A.2

Importance of reasons why students decide to study in a country other than their own, for students categorized by degree level (Q. 1)

		Not important 1		Somewhat important 2		Very important 3		Not applicable		Not answered			
	Degree*	f	%	f	%	f	%	f	%	f	%	Mean	s.d.
Unavailability of the program I wanted in my country	B	6	14.0	6	14.0	8	18.8	21	48.8	2	4.7	2.10	0.85
	M	8	14.0	13	22.8	16	28.1	19	33.3	1	1.8	2.22	0.79
	D	14	14.6	16	16.7	33	34.4	29	30.2	4	4.2	2.30	0.82
Quality and reputation of a foreign degree	B	4	9.3	17	39.5	18	41.9	3	7.0	1	2.3	2.36	0.67
	M	9	15.8	15	26.3	32	56.1	1	1.8	0	0	2.41	0.76
	D	13	13.5	24	25.0	46	47.9	11	11.5	2	2.1	2.40	0.75
Limited opportunity for university study in my home country	B	11	25.6	9	20.9	12	27.9	10	23.3	1	2.3	2.03	0.86
	M	18	31.6	6	10.5	8	14.0	24	42.1	1	1.8	1.69	0.86
	D	23	24.0	18	18.8	12	12.5	38	39.6	5	5.2	1.79	0.79
I was not accepted at a university in my home country	B	6	14.0	3	7.0	0	0	34	79.1	0	0	1.33	0.50
	M	7	12.3	1	1.8	3	5.3	46	80.7	0	0	1.64	0.92
	D	10	10.4	2	2.1	0	0	78	81.3	6	6.3	1.17	0.39

Table A.2 (continued)

	Degree*	Not important 1		Somewhat important 2		Very important 3		Not applicable		Not answered		Mean	s.d.
		f	%	f	%	f	%	f	%	f	%		
Language of instruction	B	5	11.6	8	18.6	13	30.2	14	32.6	3	7.0	2.31	0.79
	M	10	17.5	11	19.3	15	26.3	19	33.3	2	3.5	2.14	0.83
	D	21	21.9	21	21.9	16	16.7	32	33.3	6	6.3	1.91	0.80
Scholarship, assistantship or other financial incentive	B	9	20.9	5	11.6	3	7.0	26	60.5	0	0	1.65	0.79
	M	10	17.5	17	29.8	024	42.1	6	10.5	0	0	2.28	0.78
	D	7	7.3	26	27.1	50	52.1	9	9.4	4	4.2	2.52	0.65
Cost of attending Canadian universities compared to other options	B	10	23.3	12	27.9	12	27.9	9	20.9	0	0	2.06	0.81
	M	19	33.3	15	26.3	11	19.3	11	19.3	1	1.8	1.82	0.81
	D	28	29.2	18	18.8	18	18.8	25	26.0	7	7.3	1.84	0.84
Friends or family support nearby	B	9	20.9	13	30.2	9	20.9	12	27.9	0	0	2.00	0.78
	M	15	26.3	11	19.3	3	5.3	28	49.1	0	0	1.59	0.68
	D	23	24.0	6	6.3	6	6.3	54	56.3	7	7.3	1.51	0.78
Research facilities available, including library and laboratory facilities	B	16	37.2	12	27.9	7	16.3	7	16.3	1	2.3	1.74	0.78
	M	9	15.8	17	29.8	28	49.1	2	3.5	1	1.8	2.35	0.76
	D	6	6.3	30	31.3	51	53.1	5	5.2	4	4.2	2.52	0.63

Table A.2 (continued)

		Not important 1		Somewhat important 2		Very important 3		Not applicable		Not answered			
	Degree*	f	%	f	%	f	%	f	%	f	%	Mean	s.d.
Existence of a large community of my own ethnic background	B	20	46.5	7	16.3	2	4.7	14	32.6	0	0	1.38	0.62
	M	31	54.4	5	8.8	2	3.5	19	33.3	0	0	1.14	0.35
	D	40	41.7	7	7.3	2	2.1	42	43.8	5	5.2	1.22	0.51
Recommendation of family, friends, or teachers	B	8	18.6	21	48.8	10	23.3	4	9.3	0	0	2.05	0.69
	M	14	24.6	21	36.8	8	14.0	14	24.6	0	0	1.86	0.71
	D	17	17.7	30	31.3	19	19.8	25	26.0	5	5.2	2.03	0.74
An educational exchange agreement with universities in other countries	B	8	18.6	3	7	8	18.6	23	53.5	1	2.3	2	0.94
	M	8	14	7	12.3	1	1.8	39	68.4	2	3.5	1.56	0.63
	D	16	16.7	5	5.2	5	5.2	66	68.8	4	4.2	1.58	0.81
The possibility of getting a job in Canada? after arriving? after my degree?	B	10	23.3	7	16.3	12	27.9	13	30.2	1	2.3	2.07	0.88
	M	12	21.1	16	28.1	14	24.6	14	24.6	1	1.8	2.05	0.80
	D	39	40.6	29	30.2	5	5.2	19	19.8	4	4.2	1.53	0.63

* B = Bachelor's, M = Master's and D = Doctorate

Table A.3.
Were there other reasons in addition to the ones listed above which affected your decision to study abroad? (Q. 2) (N=204)

Value Label	Frequency	%	Valid %
No	58	28.4	34
Yes	114	56	66
No answer	32	15.7	Missing

Table A.4
Did you apply to universities in countries other than Canada? (Q. 3) (N=204)

Value Label	Frequency	%	Valid %
No	89	43.6	44.0
Yes	112	55.0	56.0
No answer	3	1.5	Missing

Table A.5
How many? (Q. 3)

No. of universities	Frequency	%	Valid %
1	20	10	23
2	22	11	25
3	13	6	15
4	11	5	13
5	11	5	13
7	1	1	1
8	4	2	5
9	6	3	7
Not Applicable	116	57	Missing

Table A.6
At how many of these universities were you offered admission to the program for which you applied? (Q. 4) (N=204)

No. of universities	Frequency	%	Valid %
0	6	2.9	5
1	37	18.1	30.8
2	37	18.1	30.8
3	24	11.8	20
4	8	3.9	6.7
5	3	1.5	2.5
6	2	1	1.7
7	1	0.5	0.8
9	2	1	1.7
Not Applicable	84	41.2	Missing

Table A.7
How would you describe your experience with Canadian immigration officials in your home country? (Q. 8) (N= 204)

Response	Frequency	%
I had no difficulty at all	99	48.5
I had some difficulty	59	28.9
I had considerable difficulty	27	13.2
Not applicable	17	8.3
Missing	2	1

Table A.8

How would you describe your experience with Canadian immigration officials in your home country? (By region) (Q. 8)

Region	No difficulty 0		Some difficulty 1		Considerable difficulty 2		Not applicable		Missing		Mean	s.d.
	f	%	f	%	f	%	f	%	f	%		
Eastern Africa	5	2.7	5	2.7	2	1.1	0	0	0	0	1.75	0.72
Northern Africa	2	1.1	0	0	0	0	0	0	0	0	1	0
Southern Africa	0	0	0	0	2	1.1	0	0	0	0	3	0
Western Africa	3	1.6	1	0.5	3	1.6	0	0	0	0	2	1
Total Africa	10	5.4	6	3.2	7	3.8	0	0	0	0	1.87	0.87
North America	3	1.6	2	1.1	1	0.5	1	0.5	1	0.5	1.6	0.81
Caribbean	1	0.5	1	0.5	0	0	0	0	0	0	1.5	0.7
Central America	2	1.1	1	0.5	1	0.5	0	0	0	0	1.75	0.95
South America	2	1.1	5	2.7	0	0	0	0	0	0	1.72	0.48
Total Americas	8	4.3	9	4.8	2	1	1	0.5	1	0.5	1.68	0.67
Eastern Asia	31	16.8	13	7	0	0	6	3.2	0	0	1.3	0.47
South-central Asia	5	2.7	5	2.7	4	2.2	1	0.5	0	0	1.93	0.82
South-eastern Asia	5	2.7	4	2.2	3	1.6	0	0	0	0	1.83	0.83
Western Asia	2	1.1	2	1.1	1	0.5	0	0	0	0	1.8	0.83
Total Asia	43	23.3	24	13	8	4.3	7	3.7	0	0	1.53	0.68

Table A.8 (continued)

	No difficulty 0		Some difficulty 1		Considerable difficulty 2		Not applicable		Missing		Mean	s.d.
	f	%	f	%	f	%	f	%	f	%		
Southern Europe	2	1.1	1	0.5	1	0.5	1	0.5	1	0.5	1.75	0.95
Western Europe	10	5.4	7	3.8	1	0.5	1	0.5	0	0	1.5	0.61
Total Europe	31	16.7	16	8.7	5	2.6	4	2.1	1	0.5	1.5	0.67
Australia + NZ	1	0.5	0	0	1	0.5	2	1.1	0	0	2	1.41

II. EXPERIENCING CANADA

Table A.9
How long have you been in Canada (up to 1 December 1997)? (Q. 9) (N= 204)

Value	Frequency	%
Less than a year	58	28.4
1 - 2 years	62	30.5
2 - 3 years	22	10.3
3 - 4 years	16	8.0
4 - 5 years	21	10.3
More than five years	22	11.0
No answer	3	1.5

Table A.10
When did you start your present university program? (Q. 10)

Value Label	Value	Frequency	%	Valid %
Less than two months after arriving in Canada	1	141	69.1	71.0
After being in Canada for two months or longer	2	58	28.4	29.0
No answer	0	5	2.5	Missing

Table A.11
When did you start your present university program? (by degree) (Q. 10)

Value Label	Degree	Frequency	%	Valid %
Less than two months after arriving in Canada	Undergraduate	19	44.2	45.2
	Graduate	115	75.2	77.2
After being in Canada for two months or longer	Undergraduate	23	53.5	54.8
	Graduate	34	22.2	22.8

Table A.12
On the whole, how would you rate your experience in Canada thus far?
(Q. 14)

Response	Frequency	%
Very positive	99	48.8
Somewhat positive	57	28.0
Mixed	38	18.6
Somewhat negative	9	4.4
Very negative	0	0

Table A.13
In what type of accommodation do you currently live? (Q. 15)

Accommodation	Frequency	%
Lister Hall (U of A residence).	8	4.0
Pembina Hall (U of A residence).	9	4.4
HUB (U of A residence).	40	19.6
Michener Park (U of A residence).	21	10.3
Garneau Housing and Apartments (U of A residence).	10	5.0
Rental apartment or house in which I live by myself or with family members.	61	30.0
Rental apartment or house that I share with others who are not family members.	37	18.1
House I am buying (or have bought) in which I live by myself or with family members.	6	3.0
House I am buying (or have bought) that I share with others who are not family members.	0	0.0
Room and board (other than U of A residence).	0	0.0
Other	4	2.0
Missing	8	4.0

Table A.14

How much has each of the following been a problem for you since your arrival in Canada? (Q. 16) (N=204)

Aspect	No problem 0		Somewhat of a problem 1		A big problem 2		Not applicable		Not answered			
	f	%	f	%	f	%	f	%	f	%	Mean	s.d.
Speaking English	109	53.4	60	29.4	17	8.3	16	7.8	2	1.0	0.51	0.66
Writing English	110	53.9	58	28.4	17	8.3	17	8.3	2	1.0	0.50	0.66
Eating Canadian food	118	57.8	52	25.5	22	10.8	9	4.4	3	1.5	0.50	0.69
Getting the kind of food I am used to	90	44.1	76	37.3	32	15.7	5	2.5	1	0.5	0.71	0.73
Making friends with Canadians	89	43.6	82	40.2	32	15.7	0	0	1	0.5	0.72	0.72
Getting mail from home	154	75.5	40	19.6	8	3.9	1	0.5	1	0.5	0.28	0.53
Getting money from home country	115	56.4	32	15.7	8	3.9	47	23.0	2	1.0	0.31	0.57
Finding suitable housing	114	55.9	71	34.8	15	7.4	3	1.5	1	0.5	0.51	0.63
Coping with instructional methods	122	59.8	61	29.9	14	6.9	6	2.9	1	0.5	0.45	0.63
Understanding my instructors	132	64.7	59	28.9	10	4.9	1	0.5	2	1.0	0.39	0.58
Teaching duties as T.A.	82	40.2	39	19.1	3	1.5	74	36.3	6	2.9	0.36	0.53
Stress of academic work	62	30.4	93	45.6	47	23.0	1	0.5	1	0.5	0.93	0.73

Table A.14 (continued)

Aspect	No problem 0 f	No problem 0 %	Somewhat of a problem 1 f	Somewhat of a problem 1 %	A big problem 2 f	A big problem 2 %	Not applicable f	Not applicable %	Not answered f	Not answered %	Mean	s.d.
Dealing with loneliness	78	38.2	75	36.8	42	20.6	7	3.4	2	1.0	0.82	0.76
Coping with the Canadian climate	90	44.1	88	43.1	25	12.3	1	0.5	0	0	0.68	0.68
Being treated differently because of my national origin, race or religion	118	57.8	56	27.5	20	9.8	9	4.4	1	0.5	0.50	0.68
Practicing my religion	125	61.3	10	4.9	2	1.0	64	31.4	3	1.5	0.10	0.35
Curriculum is not relevant	105	51.5	31	15.2	5	2.5	49	24.0	14	6.9	0.29	0.53
Having enough money for living expenses	93	45.6	82	40.2	25	12.3	2	1.0	2	1.0	0.66	0.69
Having enough money for university costs	85	41.7	62	30.4	39	19.1	15	7.4	3	1.5	0.75	0.78
Having problems with own health	150	73.5	44	21.6	6	2.9	3	1.5	1	0.5	0.28	0.51
Problems with health care system	153	75.0	31	15.2	8	3.9	9	4.4	3	1.5	0.26	0.52
Being separated from parents	97	47.5	69	33.8	28	13.7	8	3.9	2	1.0	0.64	0.72
Being separated from spouse and/or children	40	19.6	13	6.4	20	9.8	126	61.8	5	2.5	0.73	0.87
Being separated from girlfriend/boyfriend	43	21.1	22	10.8	14	6.9	120	58.8	5	2.5	0.63	0.77
Finding information	130	63.7	58	28.4	9	4.4	2	1.0	5	2.5	0.39	0.57

Table A.15
Problems since arriving in Canada (by degree) (Q. 16)

Aspect	Degree*	No problem 0		Somewhat of a problem 1		A big problem 2		Not applicable		Not answered		Mean	s.d.
		f	%	f	%	f	%	f	%	f	%		
Speaking English	B	21	48.8	13	30.2	5	11.6	4	9.3	0	0	0.59	0.72
	M	30	52.6	17	29.8	5	8.8	5	8.8	0	0	0.52	0.67
	D	52	54.2	28	29.2	7	7.3	7	7.3	2	2.1	0.48	0.65
Writing English	B	17	39.5	15	34.9	7	16.3	4	9.3	0	0	0.74	0.75
	M	33	57.9	16	28.1	2	3.5	3	8.8	1	1.8	0.39	0.57
	D	54	56.3	25	26.0	8	8.3	8	8.3	1	1.0	0.47	0.66
Eating Canadian food	B	31	72.1	8	18.6	3	7.0	1	2.3	0	0	0.33	0.61
	M	29	50.9	16	28.1	5	8.8	5	8.8	2	3.5	0.52	0.68
	D	56	58.3	24	25.0	12	12.5	3	3.1	1	1.0	0.52	0.72
Getting the kinds of food I am used to	B	21	48.8	16	37.2	6	14.0	0	0	0	0	0.65	0.72
	M	19	33.3	24	42.1	11	19.3	2	3.5	1	1.8	0.85	0.74
	D	49	51.0	32	33.3	12	12.5	3	3.1	0	0	0.60	0.71

Table A.15 (continued)

Aspect	Degree*	No problem 0		Somewhat of a problem 1		A big problem 2		Not applicable		Not answered		Mean	s.d.
		f	%	f	%	f	%	f	%	f	%		
Making friends with Canadians	B	18	41.9	17	39.5	8	18.6	0	0	0	0	0.77	0.75
	M	20	35.1	27	47.4	9	15.8	0	0	1	1.8	0.80	0.70
	D	45	46.9	37	38.5	14	14.6	0	0	0	0	0.68	0.72
Getting mail from home	B	35	81.4	8	18.6	0	0	0	0	0	0	0.19	0.39
	M	41	71.9	11	19.3	4	7.0	0	0	1	1.8	0.34	0.61
	D	74	77.1	17	17.7	4	4.2	1	1.0	0	0	0.26	0.53
Getting money from home country	B	32	74.4	9	20.9	1	2.3	1	2.3	0	0	0.26	0.50
	M	25	43.9	10	17.5	4	7.0	17	29.8	1	1.8	0.46	0.68
	D	52	54.2	11	11.5	3	3.1	29	30.2	1	1	0.26	0.54
Finding suitable housing	B	20	46.5	18	41.9	5	11.6	0	0	0	0	0.65	0.69
	M	32	56.1	18	31.6	5	8.8	1	1.8	1	1.8	0.51	0.66
	D	56	58.3	34	35.4	4	4.2	2	2.1	0	0	0.45	0.58
Coping with instructional methods	B	22	51.2	14	32.6	5	11.6	2	4.7	0	0	0.59	0.71
	M	34	59.6	17	29.8	5	8.8	0	0	1	1.8	0.48	0.66
	D	61	63.5	28	29.2	3	3.1	4	4.2	0	0	0.37	0.55

Table A.15 (continued)

Aspect	Degree*	No problem 0		Somewhat of a problem 1		A big problem 2		Not applicable		Not answered		Mean	s.d.
		f	%	f	%	f	%	f	%	f	%		
Understanding my instructors	B	24	55.8	17	39.5	2	4.7	0	0	0	0	0.49	0.59
	M	35	61.4	15	26.3	5	8.8	0	0	2	3.5	0.46	0.66
	D	67	69.8	25	26.0	3	3.1	1	1	0	0	0.33	0.54
Teaching duties as T.A.	B	8	18.6	3	7.0	0	0	29	67.4	3	7.0	0.27	0.47
	M	21	36.8	12	21.1	0	0	22	38.6	2	3.5	0.36	0.49
	D	51	53.1	24	25.0	3	3.1	17	17.7	1	1.0	0.39	0.57
Stress of academic work	B	11	25.6	18	41.9	12	27.9	1	2.3	1	2.3	1.02	0.76
	M	18	31.6	21	36.8	18	31.6	0	0	0	0	1.00	0.80
	D	29	30.2	51	53.1	16	16.7	0	0	0	0	0.87	0.68
Dealing with loneliness	B	15	34.9	18	41.9	9	20.9	1	2.3	0	0	0.86	0.75
	M	23	40.4	17	29.8	16	28.1	1	1.8	0	0	0.88	0.83
	D	35	36.5	39	40.6	16	16.7	5	5.2	1	1.0	0.79	0.73
Coping with the Canadian climate	B	16	37.2	21	48.8	6	14.0	0	0	0	0	0.77	0.68
	M	24	42.1	24	42.1	9	15.8	0	0	0	0	0.73	0.72
	D	45	46.9	41	42.7	9	9.4	0	1	0	0	0.62	0.66

Table A.15 (continued)

Aspect	Degree*	No problem 0		Somewhat of a problem 1		A big problem 2		Not applicable		Not answered		Mean	s.d.
		f	%	f	%	f	%	f	%	f	%		
Being treated differently because of my national origin, race or religion	B	22	51.2	15	34.9	5	11.6	1	2.3	0	0	0.6	0.70
	M	39	68.4	15	26.3	3	5.3	0	0	0	0	0.4	0.59
	D	52	54.2	26	27.1	11	11.5	7	7.3	0	0	0.54	0.71
Practicing my religion	B	27	62.8	3	7.0	0	0	13	30.2	0	0	0.10	0.31
	M	36	63.2	1	1.8	0	0	20	35.1	0	0	0.03	0.16
	D	58	60.4	6	6.3	2	2.1	28	29.2	2	2.1	0.15	0.44
Curriculum is not relevant	B	22	51.2	8	18.6	0	0	11	25.6	2	4.7	0.27	0.45
	M	27	47.4	8	14.0	1	1.8	19	33.3	2	3.5	0.28	0.51
	D	54	56.3	13	13.5	4	4.2	15	15.6	10	10.4	0.30	0.57
Having enough money for living expenses	B	25	58.1	14	32.6	4	9.3	0	0	0	0	0.51	0.67
	M	31	54.4	16	28.1	10	17.5	0	0	0	0	0.63	0.77
	D	30	31.3	52	54.2	11	11.5	2	2.1	1	1	0.8	0.64
Having enough money for university costs	B	24	55.8	10	23.3	7	16.3	2	4.7	0	0	0.59	0.77
	M	27	47.4	17	29.8	10	17.5	3	5.3	0	0	0.69	0.77
	D	31	32.3	34	35.4	22	22.9	7	7.3	2	2.1	0.9	0.78

Table A.15 (continued)

Aspect	Degree*	No problem 0 f	No problem 0 %	Somewhat of a problem 1 f	Somewhat of a problem 1 %	A big problem 2 f	A big problem 2 %	Not applicable f	Not applicable %	Not answered f	Not answered %	Mean	s.d.
Having problems with own health	B	32	74.4	10	23.3	0	0	1	2.3	0	0	0.24	0.43
	M	44	77.2	12	21.1	1	1.8	0	0	0	0	0.25	0.47
	D	67	69.8	21	21.9	5	5.2	2	2.1	1	1.0	0.33	0.58
Problems with health care system	B	32	74.4	8	18.6	1	2.3	2	4.7	0	0	0.24	0.49
	M	42	73.7	9	15.8	2	3.5	4	7.0	0	0	0.24	0.52
	D	73	76.0	14	14.6	5	5.2	1	1.0	3	3.1	0.26	0.55
Being separated from parents	B	18	41.9	15	34.9	10	23.3	0	0	0	0	0.81	0.79
	M	31	54.4	18	31.6	7	12.3	1	1.8	0	0	0.57	0.71
	D	43	44.8	34	35.4	11	11.5	7	7.3	1	1	0.64	0.70
Being separated from spouse and/or children	B	11	25.6	0	0	1	2.3	30	69.8	1	2.3	0.17	0.58
	M	12	21.1	0	0	5	8.8	40	70.2	0	0	0.59	0.94
	D	16	16.7	13	13.5	14	14.6	50	52.1	3	3.1	0.95	0.84
Being separated from giboyfriend	B	14	32.6	4	9.3	2	4.7	23	53.5	0	0	0.4	0.69
	M	12	21.1	6	10.5	7	12.3	30	52.6	2	3.5	0.80	0.87
	D	16	16.7	9	9.4	5	5.2	64	66.7	2	2.1	0.63	0.77
Finding information	B	29	67.4	13	30.2	1	2.3	0	0	0	0	0.35	0.53
	M	34	59.6	19	33.3	2	3.5	1	1.8	1	1.8	0.42	0.57
	D	64	66.7	23	24.0	5	5.2	1	1.0	3	3.1	0.36	0.5

* B = Bachelor's, M = Master's and D = Doctorate

Table A.16
How helpful was the course in ESL? (Q. 17) (n=19)

Region	Never heard of it		Not helpful		Somewhat helpful		Very helpful	
	f	%	f	%	f	%	f	%
Eastern Africa	11	8.1	0	0	0	0	1	5.6
Northern Africa	1	0.7	0	0	0	0	0	0
Southern Africa	2	1.5	0	0	0	0	0	0
Western Africa	5	3.7	1	5.6	1	5.6	0	0
Total Africa	19	14	1	5.6	1	5.6	1	5.6
North America	4	2.9	0	0	0	0	0	0
Caribbean	1	0.7	1	5.6	0	0	0	0
Central America	1	0.7	0	0	1	5.6	0	0
South America	6	4.4	1	5.6	0	0	0	0
Total Americas	12	8.7	2	11.2	1	5.6	0	0
Eastern Asia	36	26.5	1	5.6	3	16.7	1	5.6
South-central Asia	9	6.6	0	0	1	5.6	0	0
South-eastern Asia	10	7.4	1	5.6	1	5.6	1	5.6
Western Asia	5	3.7	0	0	0	0	0	0
Total Asia	50	44.2	2	11.2	5	27.9	2	11.2
Eastern Europe	6	4.4	1	5.6	0	0	0	0
Northern Europe	9	6.6	1	5.6	0	0	0	0
Southern Europe	2	1.5	1	5.6	0	0	0	0
Western Europe	10	7.4	0	0	0	0	0	0
Total Europe	27	20	3	16.8	0	0	0	0
Australia + NZ	3	2.2	0	0	0	0	0	0
Missing observations	68				186			

Table A.17

How would you rate the expectations in terms of amount of work/time/effort devoted to studies at the U of A compared with expectations in your home country ?

(Q. 18) (N=204)

Value	Frequency	%
1. Much higher expectations at the U of A	45	22.1
2. Somewhat higher expectations at the U of A	65	31.9
3. About the same expectations at the U of A	70	34.3
4. Somewhat lower expectations at the U of A	18	8.8
5. Much lower expectations at the U of A	3	1.5
No answer	3	1.5

Table A.18

Have you received a guarantee of financial support through the U of A for the next university year, September 1998-August 1999?

(Q. 19) (N=204)

Degree	Yes		No	
	f	%	f	%
Bachelor's	1	2.4	41	97.6
Master's	16	30.8	36	69.2
Doctorate	47	52.2	43	47.8

Table A.19
How do you (will you) pay for any medical or health expenses? (Q. 20)

Value	Frequency	%
Alberta Health Care	153	75.0
Private health care plan.	27	13.5
University of Alberta Health Insurance Plan	3	1.5
Myself.	13	6.4
Friends.	0	0.0
Don't know	4	2.0
No answer	4	2.0

Table A.20
What do you think will be your total annual income in 1998 in Canadian dollars including any of your income from sources outside Canada? (Exclude income of other family members.) (Q. 21) (N=204)

Value	Frequency	%
Less than $400	27	13.2
$ 400 - $ 999	3	1.5
$1,000 - $1,999	8	3.9
$2,000 - $4,999	18	8.8
$5,000 - $9,999	19	9.3
$10,000 - $14,999	60	29.4
$15,000 - $19,999	45	22.1
$20,000 - $29,999	12	5.9
$30,000 - $49,999	2	1.0
$50,000 or more	0	0.0
No answer	10	4.9

Table A.21

At current exchange rates, how would you compare the following costs to that of your home country? (Q. 23) (N=204)

Aspect	Much cheaper 1		Somewhat cheaper 2		About the same 3		Somewhat more expensive 4		Much more expensive 5		No answer			
	f	%	f	%	f	%	f	%	f	%	f	%	Mean	s.d.
Tuition	5	2.5	13	6.4	20	9.8	23	11.3	134	65.7	9	4.4	4.37	1.07
Books	5	2.5	8	3.9	29	14.2	33	16.2	123	60.3	6	2.9	4.32	1.03
Groceries	15	7.4	41	20.1	55	27.0	47	23.0	42	20.6	4	2.0	3.30	1.22
Eating out	24	11.8	45	22.1	43	21.1	35	17.2	53	26.0	4	2.0	3.24	1.38
Accommodation	32	15.7	41	20.1	21	10.3	34	16.7	71	34.8	5	2.5	3.36	1.53
Transportation	10	4.9	37	18.1	48	23.5	44	21.6	61	29.9	4	2.0	3.55	1.24
Entertainment	13	6.4	40	19.6	60	29.4	37	18.1	48	23.5	6	2.9	3.34	1.23
Clothing	19	9.3	45	22.1	50	24.5	50	24.5	34	16.7	6	2.9	3.18	1.24

Table A.22

At current exchange rates, how would you compare cost of TUITION to that of your home country? (By region) (Q. 23)

(N=204)

Region	Much cheaper		Somewhat cheaper		About the same		Somewhat more expensive		Much more expensive	
	f	%	f	%	f	%	f	%	f	%
Eastern Africa	0	0	0	0	0	0	1	0.6	10	5.6
Northern Africa	0	0	0	0	0	0	0	0	2	1.1
Southern Africa	0	0	0	0	0	0	0	0	2	1.1
Western Africa	0	0	1	0.6	0	0	0	0	5	2.8
Total Africa	**0**	**0**	**1**	**0.6**	**0**	**0**	**1**	**0.6**	**19**	**10.6**
North America	0	0	1	0.6	1	0.6	2	1.1	3	1.7
Caribbean	0	0	0	0	0	0	1	0.6	1	0.6
Central America	0	0	0	0	2	1.1	2	1.1	0	0
South America	0	0	0	0	2	1.1	1	0.6	3	1.7
Total Americas	**0**	**0**	**1**	**0.6**	**5**	**2.8**	**6**	**3.3**	**7**	**4**
Eastern Asia	3	1.7	6	3.3	10	5.6	6	3.3	25	14
South-central Asia	0	0	0	0	0	0	1	0.6	14	7.8
South-eastern Asia	0	0	0	0	0	0	1	0.6	11	6.1
Western Asia	0	0	0	0	1	0.6	0	0	3	1.7
Total Asia	**3**	**1.7**	**6**	**3.3**	**10**	**5.6**	**8**	**4.5**	**53**	**29.6**

Region	Much cheaper		Somewhat cheaper		About the same		Somewhat more expensive		Much more expensive	
	f	%	f	%	f	%	f	%	f	%
Eastern Europe	1	0.6	0	0	0	0	0	0	6	3.3
Northern Europe	0	0	2	1.1	2	1.1	3	1.7	17	8.9
Southern Europe	0	0	0	0	0	0	1	0.6	5	2.8
Western Europe	1	0	2	1.1	1	0.6	1	0.6	14	7.8
Total Europe	**2**	**1.2**	**4**	**2.2**	**3**	**1.7**	**5**	**3**	**42**	**22.8**
Australia + NZ	**0**	**0**	**1**	**0.6**	**0**	**0**	**1**	**0.6**	**2**	**1.1**

Table A.22 (continued)

Table A.23

At current exchange rates, how would you compare cost of ACCOMMODATION (rent and utilities) to that of your home country? (By region) (Q. 23)

Region	Much cheaper		Somewhat cheaper		About the same		Somewhat more expensive		Much more expensive	
	f	%	f	%	f	%	f	%	f	%
Eastern Africa	0	0	0	0	1	0.5	2	1.1	8	4.3
Northern Africa	0	0	0	0	0	0	0	0	2	1.1
Southern Africa	0	0	0	0	0	0	2	1.1	0	0
Western Africa	0	0	1	0.5	0	0	1	0.5	5	2.7
Total Africa	**0**	**0**	**1**	**0.5**	**1**	**5**	**5**	**2.7**	**15**	**8.1**
North America	1	0.5	3	1.6	2	1.1	0	0	0	0
Caribbean	0	0	1	0.5	0	0	0	0	1	0.5
Central America	0	0	1	0.5	1	0.5	2	1.1	0	0
South America	1	0.5	3	1.6	1	0.5	1	0.5	1	0.5
Total Americas	**2**	**1.1**	**8**	**4.3**	**4**	**2.2**	**3**	**1.6**	**2**	**1.1**
Eastern Asia	8	4.3	14	7.6	3	1.6	5	2.7	20	10.9
South-central Asia	0	0	0	0	0	0	4	2.2	11	6
South-eastern Asia	0	0	0	0	0	0	5	2.7	7	3.8
Western Asia	0	0	1	0.5	1	0.5	2	1.1	1	0.5
Total Asia	**8**	**4.3**	**15**	**8.1**	**4**	**2.2**	**16**	**8.7**	**39**	**21.2**

Region	Much cheaper		Somewhat cheaper		About the same		Somewhat more expensive		Much more expensive	
	f	%	f	%	f	%	f	%	f	%
Eastern Europe	1	0.5	0	0	0	0	0	0	6	3.3
Northern Europe	8	4.3	11	6	3	1.6	2	1.1	1	0.5
Southern Europe	3	1.6	1	0.5	0	0	2	1.1	0	0
Western Europe	7	3.8	2	1.1	7	3.8	2	1.1	1	0.5
Total Europe	**19**	**10.2**	**14**	**7.6**	**10**	**5.5**	**6**	**3.3**	**8**	**4.3**
Australia + NZ	**1**	**0.5**	**1**	**0.5**	**1**	**0.5**	**1**	**0.5**	**0**	**0**

Table A.23 (continued)

Table A.24
Percentage of funds coming from the following sources (Q. 24) (N=204)

Source	0%		1 - 25%		26 - 50%		51 - 75%		76 - 100%		No answer			
	f	%	f	%	f	%	f	%	f	%	f	%	Mean	s.d.
Other relatives or friends	115	56.4	12	5.9	6	2.9	5	2.5	8	3.9	58	28.4	0.49	1.10
Personal savings	76	37.3	46	22.5	14	6.9	7	3.4	6	2.9	55	27.0	0.80	1.06
Loans, scholarships from agency or government in your home country	99	48.5	4	2	13	6.4	8	3.9	38	18.6	42	20.6	1.27	1.72
Parents or guardians	84	41.2	28	13.7	8	3.9	6	2.9	36	17,6	42	20.6	1.27	1.63
Other work inside the university	84	41.2	40	19.6	8	3.9	4	2.0	19	9.3	49	24.0	0.93	1.34
Other	30	14.7	5	2.5	3	12.5	6	2.9	20	9.8	140	68.6	1.70	1.81

Table A.25
Percentage of funds coming from the following sources (by degree) (Q. 24)

Source		0% 0		1 0 25% 1		26 0 50% 2		51 0 75% 3		75 0 100% 4		not answered			
	Degree	f	%	f	%	f	%	f	%	f	%	f	%	Mean	s.d.
Other relatives or friends	B	19	44.2	3	7	1	2.3	3	7	5	11.6	12	27.9	1.1	1.6
	M	38	66.7	3	5.3	1	1.8	0	0	2	3.5	13	22.8	0.30	0.90
	D	56	58.3	5	5.2	4	4.2	2	2.1	0	0.0	29	30.2	0.28	0.71
Personal savings	B	18	41.9	8	18.6	2	4.7	1	2.3	1	2.3	13	30.2	0.63	1.00
	M	22	38.6	11	19.3	4	7.0	3	5.3	3	5.3	14	24.6	0.93	1.24
	D	33	34.4	24	25.0	8	8.3	3	3.1	2	2.1	26	27.1	0.81	1.00
Loans, scholarships, from agency or government in your home country	B	23	53.5	1	2.3	4	9.3	0	0.0	3	7.0	12	27.9	0.68	1.30
	M	30	53	1	1.8	4	7	5	8.8	8	14	9	16	1.17	1.63
	D	42	44	2	2.1	5	5.2	3	3.1	26	27	18	19	1.6	1.85
Parents or guardians	B	2	4.7	7	16.3	2	4.7	3	7.0	26	60.5	3	7.0	3.10	1.37
	M	27	47.4	8	14.0	4	7.0	3	5.3	6	10.5	9	15.8	1.02	1.44
	D	54	56.3	13	13.5	2	2.1	0	0.0	0	0.0	27	28.1	0.25	0.50
Other work inside the university	B	25	58.1	5	11.6	1	2.3	0	0.0	0	0.0	12	27.9	0.23	0.50
	M	23	40.4	16	28	2	3.5	1	1.8	5	8.8	10	17.5	0.92	1.27
	D	33	34	18	19	5	5.2	3	3.1	14	15	23	24	1.27	1.54

III. YOUR BACKGROUND

Table A.26
How old are you (as of 1 December 1997)? (Q. 26) (N=204)

Value	Frequency	%
20 years old or less	17	8.4
21 - 30 years old	129	63.2
31 - 40 years old	42	20.7
More than 40 years old	6	3.0
No answer	10	4.9

Table A.27
Parents' highest level of education (Q. 28) (N=204)

Highest level	Father		Mother	
	f	%	f	%
No formal schooling	7	3.4	14	6.9
Some primary school	5	2.5	9	4.4
Completed primary school	15	7.4	16	7.8
Some secondary school	15	7.4	14	6.9
Completed secondary school	30	14.7	47	23.0
Postsecondary vocational or technical education	26	12.7	40	19.6
Some university education	17	8.3	16	7.8
A university degree	82	40.2	43	21.1
I don't know	3	1.3	2	1.0
No answer	4	2.0	3	1.5

Table A.28
Did parents receive education abroad? (Q. 29)

	Father		Mother	
	f	%	f	%
Yes	27	13.2	14	7
No	172	84.3	184	90.2
No answer	5	2.5	6	3

Table A.29
Family's wealth, in comparison with other families in your home country (Q. 30) (N=204)

Family's wealth	f	%
My family is one of the wealthiest in my country	0	0
My family is considerably better than the average family in my country	41	20.1
My family is about average in wealth	131	64.2
My family is considerably less wealthy than the average family in my country	19	9.3
My family is among the poorest in my country	4	2.0
I have no immediate relatives	0	0
I have no idea about my family's wealth	2	1.0
No answer	7	3.4

Table A.30
Marital status (Q. 31) (N=204)

Status	f	%
Single	132	65.0
Married	63	31.0
Other (divorced, widowed, separated)	3	1.0
No answer	6	3.0

Table A.31

Is spouse currently living in Edmonton? (Q. 32)

(n=63)

	f	%
Yes	47	74.6
No	15	23.8
No answer	1	1.6

Table A.32
Main activity of spouse (Q. 33) (n=63)

Main activity	f	%
Student at the U of A	15	24.0
Student at another post-secondary Institution in Edmonton	0	0
Student at a secondary school in Edmonton	0	0
At school somewhere else	2	3.0
Homemaker	11	18
Employed	27	43
Other	4	6.0
No answer	4	6.0

Table A.33
First language learned and still spoken (Q. 34)
(N=204)

First language	f	%
English	51	25.0
French	6	2.6
Spanish	8	4.0
Mandarin	26	12.7
Cantonese	19	9.3
Japanese	8	4.0
German	7	3.5
Polish	0	0
Arabic	3	1.5
Korean	3	1.5
Hindi	2	1.0
Other	61	30.0
No answer	10	5.0

Table A.34

Rating of students' language abilities in English (Q. 35) (N=204)

Ability	Not very good 1		Good 2		Very good 3			
	f	%	f	%	f	%	Mean	s.d.
Understanding	6	3.0	59	29.1	138	68.0	2.65	0.54
Speaking	25	12.4	74	36.6	103	51.0	2.39	0.70
Reading	3	1.5	66	32.7	133	65.8	2.64	0.51
Writing	28	13.9	73	36.1	101	50.0	2.36	0.72

Table A.35

Faculty in which students are registered (Q. 37) (N=204)

Faculty	f	%
Agriculture, Forestry, and Home Economics	18	8.8
Arts	20	9.8
Business	11	5.4
Education	11	5.4
Engineering	26	12.7
Graduate Studies and Research	71	34.8
Extension	0	0
Law	0	0
Medicine and Oral Health Sciences	7	3.4
School of Native Studies	1	0.5
Nursing	1	1.5
Pharmacy and Pharmaceutical Sciences	3	1.5
Physical Education and Recreation	3	3.5
Rehabilitation Medicine	2	1.0
Saint-Jean	0	0
Science	26	12.7
No answer	4	2.0

Table A.36
Faculty in which students are registered (by family's economic status) (Q. 37)

Faculty	Better than average		About average		Less wealthy		Poorest	
	f	%	f	%	f	%	f	%
Agriculture, Forestry, and Home Economics	2	11.1	12	66.7	2	11.1	1	5.6
Arts	4	21.1	14	73.7	1	5.3	0	0
Business	2	18.2	8	72.7	0	0	1	9.1
Education	2	18.2	6	54.5	3	27.3	0	0
Engineering	9	34.6	14	53.8	3	11.5	0	0
Graduate Studies and Research	13	18.8	46	66.7	8	11.6	2	3
Medicine and Oral Health Sciences	0	0	6	100	0	0	0	0
School of Native Studies	0	0	1	100	0	0	0	0
Nursing	0	0	1	100	0	0	0	0
Pharmacy and Pharmaceutical Sciences	1	33.3	2	66.7	0	0	0	0
Physical Education and Recreation	3	100	0	0	0	0	0	0
Rehabilitation Medicine	0	0	2	100	0	0	0	0
Science	5	19.2	19	73.1	1	3.8	0	0

Table A.37
Degree for which students are studying (Q. 38)
(N=204)

Degree	f	%
Bachelor's	43	21.1
Master's	57	27.9
Doctorate	96	47.1
Other	5	2.5
No answer	3	1.5

Table A.38

Importance of the following reasons in choice of particular field of study (Q. 40) (N=204)

Reason	Not important		Somewhat important		Very important		No answer			
	f	%	f	%	f	%	f	%	Mean	s.d.
Friends or relatives are students or have studied in this field	152	74.5	23	11.3	11	5.4	18	8.8	1.24	0.55
The subject matter interests me	4	2.0	31	15.2	162	79.4	7	3.4	2.80	0.45
The possibility of getting a job in this field in my home country	56	27.5	83	40.7	55	27.0	10	4.9	2.00	0.76
The possibility of getting a job in this field in Canada	97	47.5	63	30.9	34	16.7	10	4.9	1.68	0.76
I was placed in this field of study by scholarship conditions	149	73.0	18	8.8	20	9.8	17	8.3	1.31	0.66
Family pressure to go into this field	177	86.8	7	3.4	0	0	20	9.8	1.04	0.19
Other	31	15.2	2	1.0	14	6.9	157	77.0	1.64	0.92

Table A.39

Importance of reasons in choice of field of study (by degree) (Q. 40) (N=204)

Reason	Degree*	Not important 1 f	Not important 1 %	Somewhat important 2 f	Somewhat important 2 %	Very important 3 f	Very important 3 %	not answered f	not answered %	Mean	s.d.
Friend or relatives are students or have studied in this field	B	30	69.8	7	16.3	4	9.3	2	4.7	1.37	0.66
	M	47	82.5	6	10.5	3	5.3	1	1.8	1.21	0.53
	D	71	74	9	9.4	4	4.2	12	13	1.2	0.51
The subject matter interests me	B	1	2.3	9	20.9	33	76.7	0	0.0	2.74	0.49
	M	0	0.0	10	17.5	46	80.7	1	1.8	2.82	0.39
	D	3	3.1	12	12.5	77	80.2	4	4.2	2.80	0.47
The possibility of getting a job in this field in my home country	B	8	18.6	16	37.2	19	44.2	0	0.0	2.26	0.76
	M	18	28.1	26	45.6	15	26.3	0	0.0	1.98	0.74
	D	31	32	37	39	20	21	8	8.3	1.87	0.76
The possibility of getting a job in this field in Canada	B	19	44.2	13	30.2	11	25.6	0	0.0	1.81	0.82
	M	25	43.9	18	31.6	13	22.8	1	1.8	1.79	0.80
	D	49	51	31	32	9	9.4	7	7.3	1.5	0.67

Table A.39 (continued)

Reason	Degree*	Not important 1		Somewhat important 2		Very important 3		not answered		Mean	s.d.
		f	%	f	%	f	%	f	%		
I was placed in this field of study by scholarship conditions	B	37	86.0	2	4.7	1	2.3	3	7.0	1.10	0.38
	M	43	75.4	6	10.5	5	8.8	3	5.3	1.30	0.63
	D	64	67	10	10	14	15	8	8.3	1.43	0.76
Family pressure to go into this field	B	39	90.7	3	7.0	0	0.0	1	2.3	1.07	0.26
	M	51	89.5	3	5.3	0	0.0	3	5.3	1.05	0.23
	D	82	98.8	1	1.0	0	0.0	13	13.5	1.01	0.11
Other reasons	B	4	9.3	1	2.3	2	4.7	26	83.7	1.71	0.95
	M	16	28.1	1	1.8	4	7.0	36	63.2	1.43	0.81
	D	11	11.5	0	0.0	8	8.3	77	80.2	1.84	1.02

Note: B = Bachelor's, M = Master's, and D = Doctorate.

Table A.40
Average grade over the last term by degree program (Q. 41) (n=195)

Degree program	Under 4		4 - 6		6 - 8		8 or more	
	f	%	f	%	f	%	f	%
Bachelor's (n=43)	1	2.3	12	27.9	25	58.1	5	11.6
Master's (n=57)	1	1.8	0	0	26	45.6	30	52.6
Doctorate (n=95)	0	0	0	0	19	20.0	76	80.0

Table A.41
What are the plans on completion of current degree program? (Q. 42) (N=204)

Plan	f	%
Return to home country	83	40.7
Study for another degree at this university	13	6.4
Study for another degree at a different university in Canada	3	1.5
Study for another degree outside my home country (but not in Canada)	12	6.0
Apply for Permanent Resident Status and work in Canada	48	23.5
Other	42	20.6
No answer	3	1.5

Table A.42
Plans on completion of current degree program (by degree program) (Q. 42)

Plan	Bachelor's (n=43)		Master's (n=55)		Doctorate (n=96)	
	f	%	f	%	f	%
Return to home country	20	46.5	15	27.3	45	47.0
Study for another degree at this university	3	7	9	16.4	0	0
Study for another degree at a different university in Canada	1	2.3	2	3.6	0	0
Study for another degree outside my home country (but not in Canada)	4	9.3	6	11	2	2.1
Apply for Permanent Resident Status and work in Canada	8	18.6	15	27.3	25	26.0
Other	7	16.3	8	14.5	24	25.0

Table A.43
Plans after returning to home country (Q. 45) (N=204)

Plan	f	%
I am not planning to return to my home country	11	5.4
I will look for employment	72	35.3
I will start in a job that is waiting for me	33	16.2
I do not have any plans for when I return	24	11.8
No answer	64	31.4

Table A.44
Degree of anticipation of the following problems after returning to home country (Q. 46) (N=204)

Aspect	No problem 0		Somewhat of a problem 1		A big problem 2		Does not apply		No answer			
	f	%	f	%	f	%	f	%	f	%	Mean	s.d.
Finding a job	58	28.4	46	22.5	24	11.8	14	6.9	62	40.4	1.7	0.76
Getting my foreign degrees accepted	111	54.4	17	8.3	3	1.5	11	5.4	62	30.4	1.18	0.44
Adapting to a different standard of living	84	41.2	40	19.6	6	2.9	11	5.4	63	30.9	1.4	0.6
Interacting with my friends and relatives	114	55.9	22	10.8	2	1.0	3	1.5	63	30.9	1.2	0.43
Using the language(s) of my home country for daily communications	119	58.3	8	4.0	2	1.0	13	6.4	62	30.4	1.1	0.34
Adapting to the way of life in my home country	87	42.6	45	22.1	6	2.9	4	2.0	62	30.4	1.4	0.58
Participating in a political system which is quite different from the Canadian system	75	36.8	26	12.7	8	3.9	33	16.2	62	30.4	1.4	0.62

IV. POSSIBLE CHANGES

Table A.45
Would you recommend the University of Alberta to friends or relatives (by degree) (Q. 48 A)

	Bachelor's (n=43)		Master's (n=57)		Doctorate (n=96)		All Respondents (N=204)	
	f	%	f	%	f	%	f	%
yes	39	90.7	53	93.0	81	84.4	179	87.7
no	3	7.0	4	7.0	12	12.5	20	9.8
no answer	1	2.3	0	0	3	3.1	5	2.5

Table A.46
If tuition were increased by $3000 a year, would you still recommend this university? (by degree) (Q. 48 B)

	Bachelor's (n=39)		Master's (n=53)		Doctorate (n=81)		All Respondents (n=179)	
	f	%	f	%	f	%	f	%
yes	8	20.5	24	45.3	15	18.5	48	26.8
no	29	74.4	27	50.9	59	72.8	121	67.6
no answer	2	5.0	2	3.8	7	8.6	10	5.6

Question #49 "If you were asked to advise officials at this university about possible changes in policy toward international students, what would you recommend?"

1. -
2. If international students are valued here don't price them out of the market. The differential fee is already quite punitive.
3. -
4. Don't charge a differential fee.
5. I am not personally concerned but I have heard, that officials are not very generous when acknowledging foreign status (e.g. German *"Vordiplom"* = 2 years undergraduate is ridiculous).
6. Lower fee assessment. Additional help, other than bursaries/financial aid.
7. Differential fee should not be applied on international students.
8. Have furnished apartments for exchange students or at least a possibility of borrowing furniture.
9. Provide improved differential fee funding. Every time there is a fee increase, it hits foreign hardest since they have to pay double the increase.
10. Tuition fee (200%) is too much! At some universities, there are systems that allow students to enrol through ESL. I think this could be possible.
11. -
12. Decrease the differential fee. Make the brochures sent abroad more accurate. Give the Departments more budget so that they can provide better facility and hire more staff. Have ESL courses for those who pass TOEFL and currently studying at the university.
13. Twice fees are really sky-rocketing. Please reduce fees.
14. Not sure.
15. -
16. -
17. Get rid of 100% differential fee. More scholarships for international students.
18. -
19. First, absorb more international students. Second, offer more financial assistance and more job opportunities. Third, encourage the participation of foreign students. Fourth, help international students to solve any problems.
20. -
21. Fees.
22. -
23. Helping them learn English.
24. -
25. -
26. -
27. -
28. More info. re: immigration and laws. More help for students. International Centre should be more informed about professional programs and their respective

requirements etc.

29. I am not here long enough to judge these things to the most minute details. So far I haven't had any particular problems.

30. -

31. I find it difficult for a foreign student to pay for 100% differential tuition fee. This makes sense if the student returns to his/her home country but if he/she stays in Canada, I think some of the money should be refunded. This is just an idea, but I guess it makes sense!

32. More lenient in penalizing foreign students for mistakes made in registration.

33. I would recommend the officials not to charge foreign students the additional 100% differential fee. Work permits for foreign students should also be relaxed to enable students to work outside the university campus.

34. -

35. -

36. Give some subsidies to the international students such as lowering the tuition fee, since most of international students come from other countries which is (honestly) poorer than Canada, and please, do not assume that all international students that come for study in Canada are coming from the richest families in their countries.

37. Scrap or lower the differential fees.

38. Get rid of the differential fee!!!

39. To decrease the differential fee.

40. -

41. Increase tuition fee slowly if it has to be increased. Less differential fee. Pay attention to different cultures.

42. I think instead of lumping foreign students together, the university should distinguish between those on scholarships, those who are capable of paying their fees on their own, and those who depend solely on assistantships and offer fee waivers to the latter, as is done in most universities in the East. Although the Food Bank is helpful, I think it is an eyesore and I can't help thinking that gets a sadistic enjoyment from the humiliation of those who depend on that establishment.

43. Try to familiarize themselves with standards in other countries. Do not discriminate on fees.

44. Have a VP position for International students. Provide the scholarships specifically for foreign students along the lines of the recruitment scholarship. Consider tuition waivers instead of tuition bursaries which inflate taxable income by $4000-$5000 above real income. This would apply to all students, but particularly foreign students due to the differential. Change the guard at the International Centre. Promote the work done by International students in a special lecture series or reward excellent foreign teachers.

45. -

46. -

47. -

48. Freeze tuition fees and reduce the 100% differential fee to 30 or 50%.
49. Take fees directly from T.A. income and don't call it fees. Take all taxes from T.A. income. Slightly increase resulting net T.A. income.
50. -
51. When students arrive to stay in the halls of residence early i.e. still during the summer, there should be a good information package giving the basics e.g. where to get food on campus. When I arrived Housing and Food Services people were (I thought) quite rude to me and told me that I couldn't get food from Lister Hall (I was staying in Pembina) but they wouldn't tell me where else I could go. I had to figure this out myself.
52. Put down the tuition fees.
53. Get rid of discriminating differential fee. Index the admission fee according to the applicant's country's average income.
54. -
55. -
56. Try not to increase the tuition fee.
57. -
58. Course content: too nationalistic; little space is provided for discussions of problems of other countries, especially Africa. Particularly, I would recommend the teaching of African philosophy at the Dept. of Philosophy.
59. For exchange programs: be a bit more flexible towards classes that can only be taken in the intersession (include it in the exchange period).
60. More funds given to the International Centre. (Good job for integrating foreigners).
61. Remove the differential fees!!!
62. Much less students will come if tuition fee goes up that high.
63. Two ideas: let International students have an option to study co-op programs. Have scholarships just for International students.
64. That Canadian universities generally seek freedom from political influence/interference as, for example, in Nigeria's case. Due to a suspension of international relations with that country's government, Nigerians at home and abroad suffer great difficulties. Examples include ineligibility for scholarships, and immigration restrictions etc. Reduce the significant difference between fees paid by local, national, and international students. Many students from abroad are from average middle/working class homes too. By increasing international students' fees, is the university also discriminating against or eliminating those who cannot afford the fees? Is the intent to make the university clientele to emerge from richer social structures in different foreign countries? One attraction of this university is the very cosmopolitan character it has developed. Pity to ruin it by making it appear elitist.
65. Differential fee is a bad thing toward foreign students feelings and about this university.
66. -

67. Decrease or even cut differential fee.
68. Eliminate differential fees and student authorization application fees or at least reduce the applicable fees.
69. Take pity on people coming from the U.K. who are not used to the system! Ask them to take this into account when giving out (low) grades (as I sure did work very hard for that 3 I received!).
70. More scholarships to help students, bursaries. With the critical Asian economy, students facing a lot of trouble financially. Lots of my friends had to leave before they had the chance to complete their degrees.
71. Mutual communication between each department/faculty and International Centre. The tutorial system which should be more responsible, continuous than peer program. Education or lecture for Canadian students (or citizens) to abolish racism.
72. I think that more scholarships should be available to foreign students.
73. Reduce differential fees to some percentage, maybe 50% or less.
74. As I have experienced very few problems in coming to Canada and studying here, there are no policy changes that need to be changed from my point of view.
75. I think university officials should broaden their perspective on the background of foreign students. There is an assumption that all foreign students are from all parts of the world except Africa - this is implied in their policy. For example, one university official quoted in the Edmonton Journal said they want to increase fees because Asians evaluate the quality of a university by how expensive it is. I do not know how far this study will go but it is extremely disheartening to hear such a thing from a university official. I depend 100% on my funding here at the university to survive. But over the years my fees here increased without a corresponding increase in my funding. I think this over-emphasis on Asian students to the neglect of other parts of the world would seriously question the so-called international outlook of the university. I don't have anything against Asians, I just find it rather insulting that they would assume all international students are from Asia, so they can continue to increase fees just to attract them. I am not asking them to foot my education bill. All I am saying is that there should be a level playing field so international students from other parts of the world are not disadvantaged. It seems to me that even though this university prides itself in being an international institution, the curriculum does not reflect it. Most professors excuse themselves by saying " well, I don't have any knowledge about any part of the world apart from North America". If this institution claims to be truly international, it has to be reflected in the course content. It is so frustrating when your views are constantly treated as a footnote and not as an integral part of the course. More awards should be opened to international students. I was at Queen's in Ontario before moving here. Queen's has more open awards than they do here at U of A. Even though the fees were higher it was easier to win awards. Frankly, Queen's took very good care of me. I never had to worry about money. But here, I have to struggle to survive. Lack of open awards can affect

performance because there is no real motivation to work hard. For the limited awards available it is so difficult to win one, from the Arts, because nines are not as common as they are in the so-called more objective fields.

76. -
77. That they acknowledge the contribution international students make to the U of A. Give us a fair chance.
78. -
79. Decrease the differential fee for international students.
80. Tuition fee must decrease. We are paying double and there is so much I can't put out. Sooner or later my pocket will be dry. What am I going to do by then?
81. Provide a less subjective grading system (e.g. the British -type system). Minorities lose out when individual professors have the sole power to grade graduate courses. Many times (especially in oral exams) the grades reflect more the professors' prejudices (which are influenced by upbringing and previous experience) than the students' abilities.
82. -
83. To offer an MBA ?status? to students from University of Economics and Business Administration Vienna, instead of taking undergraduate courses.
84. Try to be fair in allocating grades. Do not remove 0.5 of a grade for non-Canadian English. Supervisors and course professors be fair in accepting foreign students discuss their work more intensively with you. Graduate students be helped with stationery, postal, printing/photocopying facilities at the department's office.
85. Keep the tuition fee low. Cancel the differential fee for international students.
86. -
87. Reduce differential fee.
88. Decrease tuition fee. Minimize the tuition fee difference.
89. A better recognition of degrees from abroad. Not to have to take a heavy course load just because they don't understand grading systems etc.
90. Give out more scholarships. Keep tuition as it is (no increase).
91. -
92. -
93. Abandon the differential fees policy since as international students we are excluded from major scholarships. Why should we have to pay an extra 100% increase in our fees? Increase the opportunities for foreign students to get employment in the university community.
94. -
95. Reduce 100% differential fee. If not possible, otherwise, cut down spending in programs meant for International students.
96. Repeal the differential fee on foreign students.
97. No differential fee towards foreign students.
98. The scholarship holders (while getting admission) should be ensured with the financial support for a minimum term required to complete the degree in which he or she is enrolled as long as one maintained a definite grade.

99. Funding.
100. To be a one of the best universities in the world, must advertise our quality education internationally. (Still many countries in Asia prefer well-known, name valued universities).
101. Have some programs to introduce different facilities from International students such as an obligatory orientation program or sending out bulletins etc. Try to feel the limitations that international students might have such as language problems, communication and adaptation process.
102. -
103. -
104. Freeze the tuition! Financial support.
105. -
106. I didn't have any problem (yet) as international student.
107. -
108. If you want an international culture within the school, don't raise tuition. For myself I'm sacrificing with the aid of my parents to be able to afford to come here. Please take into consideration the exchange rates for international countries when deciding to increase tuition. We already pay a 100% more.
109. -
110. -
111. I hope they can decrease the differential fee, it's too much for my and my wife. I also hope our university will provide especial English class for foreign students.
112. Maintain a quota of international students.
113. Drop the differential.
114. An increase availability of scholarships for foreign students.
115. There should be equality in fee payment. No differential fee.
116. -
117. Better orientation. Reduce the differential in tuition.
118. Reducing the differential fee by at least 90%.
119. Decrease in the 100% surcharge in tuition fee.
Relaxation of rules for working outside campus.
Privilege of scholarships and bursaries as other Canadian students.
120. The fees are very high and this limits the possibility of foreign students attending the U of A on an independent basis.
121. -
122. -
123. The requirements of accepting international students should be the same (or lower) as accepting Canadian students.
124. -
125. Installation of multilingual Internet viewer software, character decoder, wordprocessors and Email softwares into the all student access.
126. Make it clear how much studying here costs at the moment you do give details, but don't know about having to survive on nothing for the summer, as the costs of

setting in.

127. Accept ELS classes at Extension Centre as equivalent to TOEFL.

128. Don't increase the differential fee. If at all possible lower or drop them. The level of Canadian funding just it's not high enough to support those fees. Just do the numbers of cost of living, add a child or two and it is obvious.

129. More international scholarships - 90 % of U of A awards - "Canadian only".

130. Reduce the differential fees.

131. Try to make more flexible the options for housing and food services, because in my case I have to remain at least one term living in Hub, and I wasn't sure that I would like the place or my roommates, so its like being unsure about other options.

132. Especial scholarship for needed students. Providing job search programs and jobs of spouses of students. Financial help to participate in international and national conferences.

133. Reduce the 100% international student fee.

134. Abandon differential fee.

135. Wave the differential fee to international student.

136. -

137. Differential fee. The amount of differential fee is ridiculous (100%). It's unfair to pay them every year and on every single course taken. The only reason I perceive that differential fees exist is to differentiate international students from local students. If this persist to be inevitable, a fair option would be for international students to pay only once for the entire duration of studies. Applying for a student visa. The policy governing the applications is another ridiculous thing. The applicant must have at east $15000.00 Canadian for the application. This amount increases every year. How could parents get $15000.00 of hard money "at one shot". Being flexible and reducing this amount will help potential international students.

138. I don't think that it is the university who needs to change their policy toward international students. I have found very helpful in terms of academic work. However, Albertans tend to be very suspicious of foreigners. One of the first questions people ask me is if I plan to stay here when I have completed my studies. None of their business. Furthermore, if you are not lucky enough to hook up with someone "who is like you" then you are doomed to false smiles and shallow friendships in the beginning. However, I feel incline to say that Canadians are very polite. Thank you and holding the door open for you is a regular occurrence. It's only now, after two years that I am beginning to feel like a part of the student body. This because I have met more and more people who are in my area of specialization so we have a subject of interest to us. I have also thought that Albertans coldness that I have encountered is due to the fact that I mainly spent time with 18-20 years old who are not yet totally mature. When I was on my practicum I found the staff there very welcoming. The children there were eager to communicate also. But there is always still that growing feeling of not fitting, of

being a square peg in a round hole. I can not quite put my finger on it. My conclusion is that Albertans are not yet comfortable with cultural and racial diverse people. I have heard a girl in my class call another Caucasian a "wigger" because he was wearing his hat backwards. What a stereotype!!

139. Differential fee not fair.
140. To reduce (or at least not increase) tuitions for foreign students which is 100% more than those of Canadians. I studied in USA (1988-1993) and although the tuition were higher when compared to American students' tuition were about 60% more. I is very discriminatory.
141. Get ride of that idiotic differential fee.
142. It is very difficult to suggest something if you are not really aware of problems and potential changes.
143. No to make any changes to encourage the international students (with outstanding records) to study here.
144. Cut the differential fee. Otherwise they will lose potential good students.
145. What about some scholarships for international students.
146. Provide more assistantship/scholarship to international students (I found lots of the presents scholarships are only available to Canadian students).
When the school recruits the students (graduate), they should provide information (introduction, pamphlets) in the local library.
147. After the arrival of the foreign students, university officials should contact them immediately and ask whether they want to [know] more practically about the nature of the program of study the student was admitted at U of A before they come here. Because, my experience is, a student is not well-informed when he is in home-waiting about the program here in a foreign-country. This type of early meetings, I think, will reduce any kind of confusion the student may have.
148. Canada is one of the most developed countries, and it has some responsibilities to help least developed countries. At first it has to expand its scholarship program not only in Commonwealth countries but in non-Commonwealth too. International students there coming on their own cost would be allow to work in summer vacation. As cost of living is high here and going home in vacation is also too costly for foreign students.
149. Provide better financial accommodations for foreign students. Hopefully, reduce and ultimately abolish the fee differential - this is because the differential fee is unnecessary. At current rate, the university is making the education more like a business proposition rather than as an intellectual undertaking.
150. Provide assistantship to cover tuition/living expense in exchange for TA/RA or other works.
-Immigration advice/legal aid.
-Enhance function of CAPS, especially for foreign graduate students.
151. Lower tuition fee and make paying Graduate Student mandatory (because a lot of them do not have enough money to support themselves).
152. No.

153. -
154. Decrease the tuition fees.
155. Variety of programs. Pleasant living conditions around university. Reputation of school.
156. Moderate tuition fees to somewhat close to those of Canadian students. Do not push hard for certain certificates which may be hard to obtain from back home like the original copy of transcripts to be sent directly or indirectly from the institute I am graduated from, etc.
157. -
158. -
159. Abolish differential fees.
160. -
161. Orientation should be more fun and more parties. Maybe a trip to the mountains.
162. More scholarships and bursaries for International students.
163. -
164. Better communication concerning accommodation prior to arrival in Canada. (I found myself, as a grad student, sharing accommodation with first year undergrads who were a pain in the arse!)
165. -
166. -
167. Give more assistance to new students in their first one or two years in Canada because these are the toughest time they will encounter during their studies, including living styles or studying style (lecture).
168. The fees for tuition are a little steep for us. Try review it; we are not necessarily richer than local students.
169. No differential fee! And no tuition fee increases - most of the Grad. Students are foreign students, if tuition fees keep rising, there'll be no grad students, therefore no research at the U of A. It'll really deteriorate.
170. Allow international students to apply for university scholarships. International students have to pay the 100% differential fees, if we are allowed to apply for scholarships, it would help the financial situation of most students.
171. -
172. Ease the registration from abroad for the courses. Ease the settlement by renting furniture or other appliances.
173. -
174. The differential fee is unjust and discriminates foreign students - get rid of it. Some departments don't fund their good students sufficiently. Every responsible for that should be ashamed for using cheap labour to teach Canadian kids! A university, which needs a campus food bank, is never great.
175. The 100% tuition differential is more than enough! It is not right to impose further increases on International students - making us bear the burden of the university's revenue hunting - while proclaiming that internationalization is vital to the university's diversity and to the larger university community.

176. I would advise them to get rid of differential fees. I would hope they could be more flexible or tolerant with regard to other academic systems in bureaucratic matters.
177. -
178. -
179. No differential fee!
180. Differential fee waivers.
181. None.
182. -
183. A decrease in the differential fee of 100% above that charged to local students would be much appreciated.
184. -
185. Abolish 100% differential fee system which the international students have to pay. Maybe even a fee waiver for meritorious students.
186. Earlier notification of accommodation in halls of residence, especially if you do not have a place! Nobody told me that I did not have a place until I phoned the day before I left my home country!!
187. Add more programs of English study.
188. Cut differentiation fee.
189. That the university should consider awarding scholarships to foreign students; the fact that they pay 100% surcharge should also be taken into consideration.
190. The authorities should stop imposing differential fees on international students. This differential fees is the source of all our problems and nightmares. We should all pay the same tuition fees to avoid discrimination.
191. 100% differential fee is ridiculously high! I understand that you must charge a higher tuition for international students, but twice the normal rate is too much and limits foreigners from being able to study here.
192. None.
193. The 100% differential fee makes the tuition fee higher for international students. Therefore, I will advise my friends or relatives to look for another university in the U.S. A. which you don't pay tuition fee if you are a T.A.
194. -
195. Differential fee is a high problem for international students. It is unfair!
196. Differential fee doesn't seem to be fair (although understandable).
197. -
198. I think there is nothing wrong with the policy now.
199. -
200. The foreign student fee structure is financially demanding. I would like to see continuation of the differential fees award. It has been a vital part of maintenance of my financial situation, without it I would be financially stretched.
201. Get rid of the foreign student differential fee or at least reduce it drastically.
202. The probationary status is a big joke, abolish it. The delay in registration/fee payment. Modernize the fee payments. Possibility of transfer from foreign bank

straight onto the account of the university.

203. Reduction of foreign fee differential that puts an unnecessary share on foreign students.

204. Make sure summer support is in place since foreign students can't work to help support (limited work on campus for some is not enough).

Question 50 "If friends or relatives from your country were thinking of coming to Canada to study, what advice would you give them?"

1. Bring warm clothes and a camera.
2. -
3. Choice of university location - large cosmopolitan cities are best, in my view, for studying.
4. -
5. Bring lots of money for these incredibly expensive books.
6. For study, do not stay in U of A residence, especially Lister Hall. Try to purchase required text books and other things before coming to Canada. Not to eat outside. Make as many friends as possible. Participate in as many functions as possible without affecting academic performance.
7. They must have enough money because tuition fees and differential fees are increased every year.
8. Be aware that Edmonton is a pretty boring town.
9. Be sure you have enough personal savings, otherwise you will suffer financially. My fees are $4800.00 this year; I receive $1075 per month.
10. Enough preparation for English speaking world. Enough money.
11. -
12. The tuition is increasing very much and the department can't have enough facilities and staff.
13. Be prepared to pay higher fees.
14. To make sure that they have financial assistance.
15. -
16. -
17. Very high English language ability is required (need at least TOEFL 600) to fully understand lectures and fulfill the course requirements.
18. -
19. Canada is expensive and jobs are not easy to find. Canadians are nice people and they treat you generally very well. It is cold and bring more clothes than necessary. Adopt a more open attitude in Canada. Racism is present. There is a diverse culture here. So you'll not be lonely in Canada.
20. -
21. Be prepared for hard times, weather, ? And more demanding curriculum.
22. -
23. To be aware of -30oC winter temperatures. Get good clothing.
24. -
25. -
26. -
27. To try and obtain as much detail as possible from the various departments in several universities before making a final choice. It seems that some departmental brochures do not reflect the condition on the ground. Some of them depict colourful, vibrant activity yet the reality is the opposite.

28. Be prepared, it is a cold world out here but there is lots to learn. So don't worry, just wear a hat of optimism and there will be light at the end of the tunnel.
29. There isn't even a possibility of such a situation, therefore I cannot answer this question.
30. Bring enough money. Keep busy, it's a long winter. Lots of immigrants. You won't be the only one.
31. If they are to live in Edmonton, to bring good winter jacket.
32. -
33. Someone should possess considerable financial support before embarking on to Canada.
34. -
35. -
36. Prepare way, way ahead about adaptation they need in here, such as language, culture, and also things about cost of living, tuition fee, and other expenses needed to support their lives in here. And please, make sure it is your desire to come to Canada, not because your parents/relatives push you to do it.
37. Telephone marketing scams; letters telling you won money. They should not expect to make friends - Canadians are aloof. Racism is alive and well here - though white Canadians are in the denial about it. It takes longer to get a degree here than anywhere else in the world! Better have deep pockets.
38. Be wealthy.
39. Get your books from your country.
40. Good.
41. Encourage him/her to come if he/she can't get better financial support from other university.
42. If they have no other means of support except an assistantship, then they better forget it.
43. Probably o.k., but one would rather try the U.S. first.
44. Shop around! Make sure you have a long term funding package before you arrive. Consider proximity to a major international airport for cheaper and more accessible air travel. Review the commitment of faculty to their students. Examine whether there really is an academic exchange on campus - reading groups, conferences, visiting speakers etc.
45. -
46. -
47. -
48. It's just in time.
49. Don't go - fees too high, income too low compared to U.S.A. (p.s. I was warned about low income/high fees by friends, but university refuses clear/fair income/fee information, so I thought it would turn out o.k. - if I had to decide now I would go to U.S.A.)
50. -
51. Don't stay in a hall of residence for longer than a few months. Make sure you have good funding guaranteed - not too much of a teaching load.

52. Consider which university that he or she is intended to go. Tuition fees. Accommodation.
53. Do not.
54. No specific advice, since I've had no serious problems.
55. -
56. Cost of living and cost of tuition. Which university should they looking for. Improve English language. Way of life. Weather.
57. -
58. Ensure full guarantee of funding before leaving.
59. Try to make friends with your fellow students as soon as possible.
60. Be aware of the costs of the books (big expense each term).
61. Make up your mind not to lose your identity. Be prepared to be yourself. Let whatever changes you would allow be for the better, not because it is convenient.
62. -
63. At least to have a good level of English. Being open and active in the community of Canada. Set a goal before coming to Canada to study e.g. good marks, finish a bachelor's degree. Never give up! Ask questions even though they may sound like stupid.
64. Bring up family members, or develop attachment to a support group or community. It can be extremely lonely.
65. Prepare for a short-term study, then go back.
66. Come. Fear not: it is easier to cope with problems (doubts) here than at home, as soon as you got any (no matter how small) assistantship.
67. It is a good university and I learned a lot.
68. Have a lot of money to pay the ever increasing fees.
69. Be prepared for the differential system. Do everything the lecturers say! Ignore the phrase "are you from Australia"! It's f***ing cold! Bring lots of jumpers. If they were vegetarian... remember Alberta is beef capital.
70. Support - good place to study, peaceful, friendly people, interesting culture.
71. - Never mind when Canadians (or other people) neglect look down on you.
    - Everything is expensive. Save money before coming to Canada.
    -Speak too much.
    - Bring your favourite food. Canadian food is not always good for us.
72. To get their funding before they come to Canada.
    To acquire English skills as much as possible.
73. To collect as much information as they can get about the academic program of interest. To have some previous knowledge of English (preferably to have already presented the TOEFL exam). To bring some money for the installing expenses (if applicable).
74. Make sure that their academic credentials are up to the expectations of the U of A, and if there were gaps in knowledge, that they try and fill them in. Make sure they can guarantee all their financial support for their time abroad before coming. Also, I'd tell them, if they were to come, to make the best of a wonderful opportunity of being able to come to Canada.

75. I would tell them to apply to universities with more open awards for foreign students. To be prepared to accept the fact that most courses do not grant the existence of perspectives other than North Americans'. Not to think about it if they don't have enough funding, because struggling to survive can affect their performance.
76. Advice on cost of living, weather, housing, services available, cheap phone companies, Alberta Health Care, places to shop.
77. It is a good place to live. The U of A is an excellent university. I would encourage them to come.
78. Choose western Canada.
79. Let them know what they need for studying in Canada. Provide them more information of the program.
80. Make sure you have lots of money before entering into Canada.
81. I would tell them that the Canadian public is warm, kind, and welcoming. But the academic system is such that the grades one receives may depend on the relationship with individual professors or the professor's sub-conscious biases and preferences.
82. -
83. To concentrate not too much on studying, because Canada is such a beautiful country. So they should try to see as much as possible of this country. Try to be able to take MBA courses.
84. Be prepared to feel a sense of an outsider in every aspect of life for the time of being here.
85. I would advise them to build up a good foundation in English before coming to Canada.
86. -
87. Take your coat with you.
88. -
89. Bring a warm coat.
90. Make plans of their financial sources.
91. Be prepared to be self-independent. Otherwise they would not be able to cope with the loneliness, particularly in a cold winter.
92. -
93. Don't do it!
94. -
95. Bring at least $10,000.00 in addition to tuition fee (if not on a scholarship). Be prepared for the winter.
96. Not much.
97. Bring more money with you.
98. As long as one gets financial support, I will always encourage my friends to join for higher study here in Canada.
99. -
100. Pre-contact with supervisor enough before they will come.
101. Try learn English (speaking, listening, and writing skills) first. Be prepared for

living and studying expenses.

102. -
103. -
104. Make sure they can get used to life here.
105. -
106. I find the Italian way of 'study' much different from the Canadian one (courses, exams, ...), and I don't feel like learning much here, so, unless there are serious reasons to come here (I came because of a program unavailable in Italy), I would not suggest to anyone to come.
107. -
108. Make sure and have a lot of money because here they have made me take courses that I don't need which cost about $600.00 each to make up credits.
109. -
110. I would say yes to studying in Canada as the standards are high but it is too far from Toronto, so it is very expensive to get home, to call, and very isolated. I spend a lot of time feeling lonely as my race is not very well represented or accepted here so I would recommend a university near Toronto. Also they would have to be willing to understand the Canadian culture.
111. -
112. The competition for grades is not any easier.
113. -
114. Canada is a great place to be even though you need to adapt to new things.
115. Urge them on. Canada is a good country.
116. To apply for a visa together with their spouses.
117. -
118. Stay in your home country.
119. Be prepared to face harsh cold weather conditions. Be prepared to do odd jobs to live your expenses. Do not expect that you will get a related job easily in Canada. Bring sufficient money to bear your expenses at least for one year.
120. I do not think they would be able to, due to lack of financial assistance both in U.K. and in Canada.
121. -
122. Be positive, aggressive, try new things.
123. Try very hard to participate in Canadians' activities.
124. -
125. -
126. Bring lots of money or you will really struggle.
127. -
128. Go ☺
129. If you can get a scholarship - do it - if not, not possible because of the expense.
130. -
131. If it were possible for them to come prior the term starts, so they could find a cheaper accommodation and get acquainted with their surrounding neighbourhood because it takes time.

132. Be prepared to face the harsh winter. Come with "scholarship" so you can concentrate only on your study. Be proud for what you are and where you come from, pay less attention on how different people treat you. Come to learn, not to compete. There are peoples organisations for your help.
133. Choose the suitable study field and program.
134. Work for a year and save some money.
135. Although study abroad is a tough thing, it is worth it to do.
136. Find or get enough information regarding the university/college that he/she wants to go. Be prepared for some cold weather.
137. Keep warm. Lots of clothing.
138. Since I come from a racially different country I would probably advise students to go to B.C. or Ontario. Two reasons for this are a) the drastic climate in Alberta - cold temperatures and long periods of time without sun - is an enormous additional stress to academic work and separation from home. The situation is very stressful. B) I find Albertans are not very accepting of differences in people. It is very hard to get past a 'hello'. I have been in to a restaurant and not been served.
139. -
140. My answer would depend on the tuition expenses.
141. Don't go, too expensive compared to Europe; unless you have a leader in your area of research and you can't do what you'd like to study in your country.
142. It is a very hard time but it is worth. The main problems are dealing with loneliness and, especially in academic duties, with the different way of evaluation (based on comparison rather than in ideal achievements).
143. Go ahead.
144. Study the programs well before they decide.
145. First make sure you don't call them Americans ☺ Make sure that you check out if the university, or better your program, (faculty) even accepts international students. (Many PT programs don't).
146. The weather (cold). Language (have to be brave to practice it). Important to build up network at school.
147. Come, study hard and go back!
148. As for experience, I am a graduate student (?) supporting my study myself and finding very hard for living here. So until sufficient and ? financial support I suggest not to attend Canadian university and they could not work here.
149. Be open to new experiences and the local socio-environment. Not to judge new matters upon first sight but to view these matters objectively. Flexibility is one of the main keys to adaptation. Also, willingness to participate in events can aid understanding.
150. Well prepared in English. Prepare to handle all sorts of problems independently.
151. Be prepared for the culture shock. Weather differences (if apply).
152. Select a major which you are interested in and a university which is famous in this field.
153. -

154. Be careful of spending money on unnecessary things. Be careful of knowing people. Be sure they can suffer loneliness.
155. -
156. Stop purchasing things that you think they are necessary, i.e., wait for a proper time. Try not to get involved to all facilities like having a car, etc. Do not spend too much money on the phone calls, instead write letters. Do not be anxious to solve these kinds of problems right away.
157. -
158. -
159. To be prepared to highly stressful psychological pressures about accomplishing things (material) in life.
160. -
161. Look around in the Rockies.
162. The tuition fee in U of A is reasonable and it is a good university and more important - not too expensive.
163. First decide what you want to study and then find the best professor in that field and contact him personally. Be straight about everything, particularly financial matters.
164. Make sure you have sufficient funding. Buy warm clothes!
165. -
166. Study hard!!
167. Decided whether it is really necessary to study abroad. Is the most important question to concern about. If possible, studying in home country is my preference.
168. Bring tons of curry powder, chili powder, and instant noodles. Buy a basic, medium parka and a few good sweaters.
169. Choose a different university (see number 49).
170. Bring enough money. Be prepared for the extreme climate conditions.
171. -
172. Use the services offered through the International Centre. Meet as soon as possible the administration to prevent any problems. Live the first semester in a residence to meet people.
173. It depends on their field of study. And the university they are applying, but generally I strongly recommend and suggest to do this esp. for the country 'Canada' and not U.S., although there are better universities there, here is more comfortable, friendly and the possibility of saving your own culture.
174. Make sure your funding is secured before you come. Communicate with students in your field at U of A to find out if it's the right thing for you (e.g. by mail).
175. Think very carefully. It's a lot of money, and a lot of uncertainty. It's a great experience too, but it is a lot of money.
176. Share my experience about housing close to campus as well as to Whyte avenue, tell them to check out the International Centre; to bring their own basic cold medicine, inform about sports facilities, and entertainment; compare academic work, differences in tuition; recommend a car if they could afford one; praise research facilities; warn them about the tobacco paranoia and about the mess in my own department if they were interested in that field.

177. -
178. Buy warm clothes and prepare by living in a cave with no fresh air or sunshine for 7 months a year.
179. Enough clothes.
180. Pack your bags with lots of jackets!
181. Have fun.
182. -
183. Nothing much really. You have to be ready to adapt to new surroundings, but then that would be true for anybody leaving their native land and moving to a new culture/environment.
184. -
185. I would encourage them, as it is not a bad country for education.
186. Do it!! (And bring warm clothing/ enough money to buy it here!).
187. Choose the program which he or she is really interested in.
188. -
189. Bring adequate finances or winter wear, the climate here is quite hostile if one is from the tropics, especially during winter. To ensure that they have secured enough financial capital for here the assistantships offered are not guarantee of any safety.
190. It is a good university.
191. Be prepared to pay way too much tuition and therefore be prepared for debt!
192. Be well prepared to encounter people who are indeed nice and polite but actually never care about you as a person.
193. I will advise them not to depend on their TA income only.
194. Apply for visa very early, at least 6 months in advance. Arrive well before classes start (at least two weeks). Do not assume all courses listed in calendar will be offered - be flexible!
195. Choose the U without differential fee.
196. To come and study.
197. -
198. Be prepared for the financial costs.
199. Get information quality of program. Get accommodation before coming. Don't come in winter. (Come in summer and get used to the cold gradually). Attend orientation programs offered.
200. Secure funding first, and be prepared to be adaptable, flexible and assertive in dealing with supervisors, departments, and other university infrastructure.
201. How to be better prepared to obtain a student visa at the border. "Culture shock" does happen to Americans coming to Canada. Don't assume Canada and U.S. are 100% alike.
202. Studying is o.k. here. Expect to have problems with immigration officials. The banking is old and very expensive. (So do all your banking in NL, UK, DK, etc). Canada is a conservative country. Be careful to say what you think. Try to get a job as a TA or grading for Profs. Social life is very different, don't expect too much. Alcohol is very expensive.

APPENDIX D

List of Countries and Geographical Regions

Composition of macro geographical (continental) regions and component geographical regions

001	**Africa ***
002	**Eastern Africa**
082	Ethiopia
027	Kenya
029	Malawi
031	Mauritius
159	Mozambique
167	Rwanda
136	Somalia
045	Tanzania
041	Uganda
044	Zimbabwe
003	**Middle Africa**
054	Angola
066	Cameroon
073	Dem. Rep. of the Congo
004	**Northern Africa**
053	Algeria
079	Egypt
116	Morocco
139	Sudan
163	Tunisia
005	**Southern Africa**
020	Botswana
028	Lesotho
063	Namibia
137	South Africa
006	**Western Africa**
089	Gambia
022	Ghana
091	Guinea
112	Mali
185	Niger
033	Nigeria
158	Senegal

007	**Americas ****
008	**North America**
019	Bermuda
000	Canada
148	United States
009	**Caribbean**
072	Cuba
076	Dominican Republic
192	Grenada
092	Haiti
026	Jamaica
130	Puerto Rico
040	Trinidad and Tobago
010	**Central America**
047	Belize
071	Costa Rica
081	El Salvador
090	Guatemala
093	Honduras
115	Mexico
120	Nicaragua
123	Panama
011	**South America**
056	Argentina
061	Bolivia
062	Brazil
068	Chile
070	Colombia
078	Ecuador
125	Paraguay
126	Peru
149	Uruguay
151	Venezuela

012	**Asia**
013	**Eastern Asia**
069	China
024	Hong Kong
105	Republic of Korea
102	Japan
111	Macau
144	Taiwan
014	**South-central Asia**
051	Afghanistan
017	Bangladesh
025	India
097	Iran (Islamic Republic of)
184	Kazakhstan
117	Nepal
122	Pakistan
038	Sri Lanka
015	**South-eastern Asia**
048	Brunei
168	Cambodia
096	Indonesia
030	Malaysia
127	Philippines
037	Singapore
145	Thailand
152	Viet Nam
016	**Western Asia**
943	Armenia
050	Cyprus
098	Iraq
099	Israel
103	Jordan
106	Kuwait
107	Lebanon
124	Oman
135	Saudi Arabia
147	Turkey
162	United Arab Emirates
166	Yemen

017	**Europe**
018	**Eastern Europe**
064	Bulgaria
132	Czech Republic
094	Hungary
128	Poland
131	Romania
173	Russian Federation
133	Slovakia
172	Ukraine
019	**Northern Europe**
075	Denmark
171	Estonia
084	Finland
095	Iceland
080	Ireland
175	Latvia
176	Lithuania
121	Norway
141	Sweden
021	United Kingdom
020	**Southern Europe**
052	Albania
088	Greece
100	Italy
193	Malta
129	Portugal
183	Slovenia
138	Spain
155	Yugoslavia
021	**Western Europe**
057	Austria
059	Belgium
085	France
154	Germany
118	Netherlands
142	Switzerland

022	**Oceania**
023	**Australia and New Zealand**
015	Australia
032	New Zealand
024	**Melanesia**
191	Fiji
195	Papua New Guinea

Developed and developing regions ***

Developing regions

002	Africa
019	Americas [exc. Canada and United States in northern America (code 0210)]
029	Caribbean
013	Central America
005	South America
142	Asia [exc. Japan]
009	Oceania [exc. Australia and New Zealand (numerical code 053)]

Developed regions

021	Northern America
150	Europe
392	Japan
053	Australia and New Zealand

Least developed countries (See Appendix 2)

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* The designation sub-Saharan Africa is commonly used to indicate all of Africa except northern Africa, with the Sudan included in sub-Saharan Africa.

** For some purposes, users may wish to combine the Caribbean, Central America and South America under the description Latin America and the Caribbean.

*** There is no established convention for the designation of "developed" and "developing" countries or areas in the United Nations system. In common practice, Japan in Asia, Canada and the United States in northern America, Australia and New Zealand in Oceania, and Europe are considered "developed" regions or areas. In international trade statistics, the Southern African Customs Union is also treated as a developed region and Israel as a developed country; countries emerging from the former Yugoslavia are treated as developing countries; and countries of eastern Europe and the former USSR countries in Europe are not included under either developed or developing regions.